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ABSTRACT

This teacher-coordinator manual assists in planning, organizing, directing, and evaluating student learning experiences associated with either a model store, school store, or combination. (A model store in a marketing laboratory simulates marketing functions; the school store markets merchandise to fellow students, faculty, and/or the public.) Eleven pages of introductory materials present general learning objectives and overview Cycle I--Store Group Training. Cycle I emphasizes preparatory simulated learning experiences for all students and precedes individual department and/or individual job assignment and Cycles II (basic) and III (advanced)--Departmental Training--which emphasize school store application experiences. Training projects in Cycle I include orientation, departmental responsibilities, development of store organization chart, preparing job application form, preemployment job skills test, job interviewing, developing evaluation forms, and sales skills. Cycles II and III represent specific projects that are completed by the Management, Merchandising, Promotion, and Operations/Finance Departments. The self-contained projects/learning packages are organized according to a memo format. Memos identify subject of the activity/project, store assignment, and managers or employees involved. They include training references (summarized checklists, major learning principles, or store policies and procedures) to provide background information to complete the activity. (YLB)

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MODEL/SCHOOL STORE MANAGEMENT GUIDE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Carrol E. Burchinal, State Director & Executive Officer

Leonard Pokladnik, State Supervisor, Marketing and Distributive Education

Dr. Larry Barnhardt, Research, Curriculum, Professional Development Coordinator

Special credit is offered the following Marketing and Distributive Education Teacher-Coordinators who provided valuable materials, insights, and recommendations. Their experiences as Model/School Store teachers contributed that necessary classroom viewpoint which should make the contents of the manual more valid and useable.

Sue Brorson, Business Administration Instructor, Crookston Technical College, University of Minnesota, Crookston, Minnesota

Todd Goschen, Marketing and Distributive Education Teacher-Coordinator, Fargo North High School, Fargo, North Dakota

Bruce Harmon, Marketing and Distributive Education Teacher-Coordinator, Fargo South High School, Fargo, North Dakota

Dan Rood, Marketing and Distributive Education Teacher-Coordinator, Valley City Vocational Center, Valley City, North Dakota

Renee Wonser, Marketing and Distributive Education Teacher-Coordinator, Minot Senior High School, Minot, North Dakota

Donald Kohns
Project Director
Marketing & Distributive Education
University of North Dakota

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1. The A to Z of the School Store Formation
2. Suggestions for Marketing & Distributive Education School Store Merchandise List
3. School Store Equipment

Purpose of the Model/School Store Management Guide

The purpose of this manual, The Model/School Store Management Guide, is to assist the teacher-coordinator in planning, organizing, directing, and evaluating student learning experiences associated with either a model store, school store, or combination there of

A model store is defined as a method of instruction housed in a marketing laboratory that simulates marketing functions associated primarily with a retailing operation. The model store uses a variety of simulated business job assignments, activities, and projects and does not involve the actual marketing of merchandise to customers. Model store or simulated learning experiences are often used as a preparation for school store or on-the-job training program experiences.

The school store employs various activities and projects as they relate to the marketing of merchandise to customers generally consisting of fellow students, faculty, and/or the public. Teacher-coordinators often utilize simulated model store learning experiences as preparatory instructional units for school store learning experiences.

The Model/School Store Management Guide includes both model and school store instructional materials. The Store Group Training--Cycle I emphasizes preparatory simulated learning experiences which all students should receive prior to individual department and/or individual job assignment. The Departmental Training--Cycles I and II of the Guide emphasize school store application experiences. This Guide; therefore, combines both simulated and actual marketing and merchandising learning experiences, utilizing a school marketing laboratory. Supplementary forms, student training references, and additional learning activity ideas are included where appropriate throughout the guide.

General Learning Objectives of the Model/School Store

A Model/School Store can provide students with realistic learning experiences which enable them to:

1. Explore a variety of employee, midmanagement, management, and entrepreneurial career opportunities in the field of marketing and distribution.
2. Understand and apply economic concepts in a competitive, free enterprise environment.
3. Develop specific job entry and managerial level competencies focusing upon the field of retailing and transferable to a wide range of other marketing and distributive occupations.
4. Improve communications and human relations competencies through individual and group activities and responsibilities.
5. Gain practical experiences in a variety of planning, organizing, evaluating and problem-solving learning situations.
6. Develop and refine a tentative career objective for possible immediate employment or advanced education in marketing and distribution.

Introductory Comments to the Model/School Store Teacher-Coordinator

There is one concept that should be remembered as a model/school teacher-coordinator. . . . a store's success will depend on the enthusiasm and determination of the individual teacher-coordinator and the students.

The students must be the ones who operate the store. Many coordinators end up being the manager, and thus deprive the students of valuable learning experiences. It is sometimes difficult to watch a student make a mistake, but the process of trial and error can be an effective way for the student to learn about buying, advertising, display, human relations, accounting, management, etc.

If the teacher-coordinator has stressed planning, and organized the store so that it is truly a learning experience, it will soon become a most valuable training station. Improper planning can lead to the closing of the store, and a "black mark" on the image of the total program.

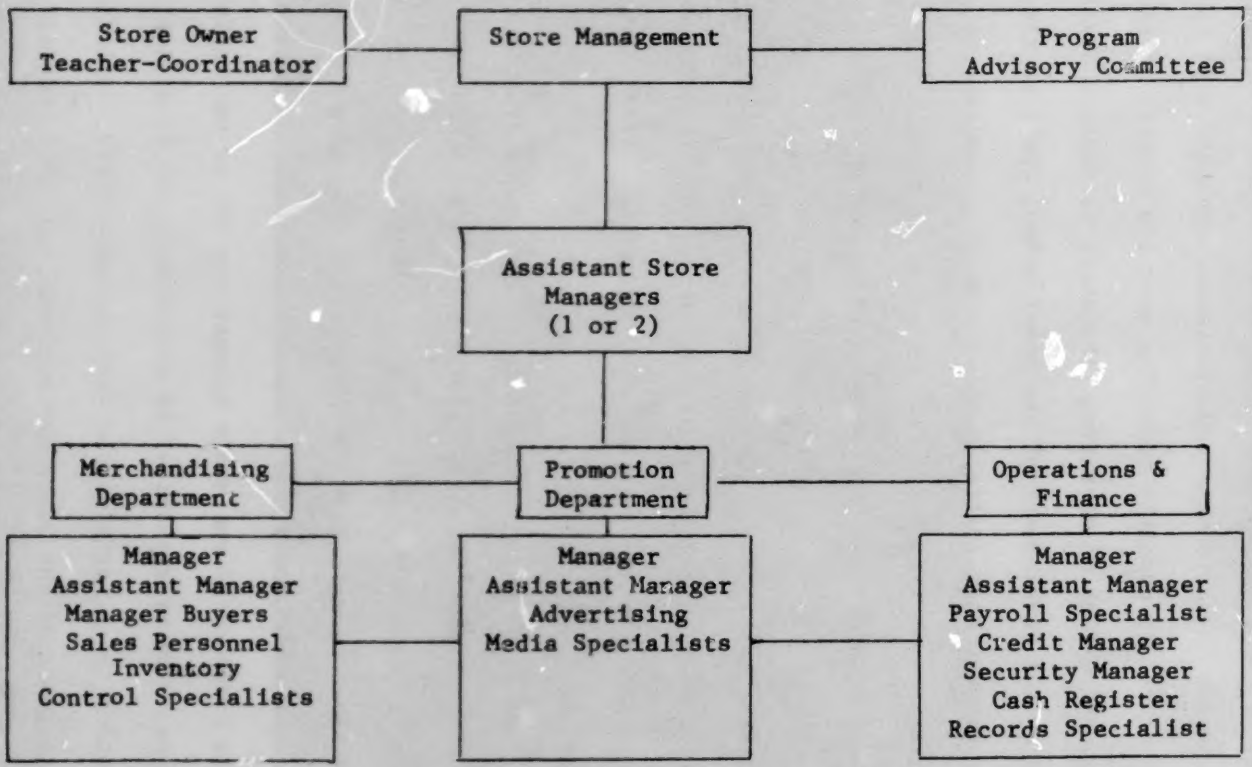
If the coordinator uses ORGANIZATION and ENTHUSIASM which will, in turn, affect the students, the student store will become a real "plus" for the Distributive Education program.

Simplified Model School/Store Organization Chart

Several departmental organizational approaches to the model/school store are possible depending upon the numbers of students enrolled, the extent of marketing laboratory facilities available, and the degree of development of the model/school store curriculum. It is recommended that initially the number of individual departments be minimized so that the teacher-coordinator and the students can more effectively function. "Too many managers and not enough employees" can lead to confusion and "misdirected" learning! As the teacher-coordinator and students gain experience and competence in managing the store and the related learning experiences, the store's organizational structure can be expanded and more specialized departments and job positions can be added.

The following suggested model/school store organization chart illustrates a simplified, beginning structure. The teacher-coordinator assumes the role of a store owner who provides direction and guidance to the store management. The store owner does have final authority with regards to policies and general operations. The store management is composed of one store manager and one or two assistant store managers. The store manager is responsible for directing and coordinating the efforts of the various departments, insuring that the overall goals of the store are achieved, and that operating policies of the store are followed. The assistant store manager(s) serves as an understudy of the manager, coordinates the operations of the

Suggested Model/School Store Organization Chart



merchandising promotion, and operations and finance departments, and serves as the manager in the manager's absence. The duties and responsibilities of the various departments are summarized on the Suggested Model/School Store Departmental Organization Chart (see p. 6).

Overview of the Model/School Store Group Training Projects--Cycle I

"You can't pool ignorance." This old saying has merit with regard to initiating the model/school store with students having limited previous marketing or merchandising experience or education. Knowledgeable model/school teacher-coordinators strongly recommend that a period of group preparatory instruction be completed prior to assigning students to departmental or individual store activites and projects. It was generally agreed that the teacher-coordinator and the students need a period of time to get to know each other, the goals, objectives, and policies of the store and to become familiar with store equipment, procedures, and merchandise. Based upon a review of model/school store curriculum materials from throughout the nation, the following group projects were selected for inclusion in this Guide.

TRAINING PROJECTS--CYCLE I

(Completed by All Students Through Initial Group Training Sessions)

1. Orientation to the Objectives, Policies, and Organization of the Model/School Store. (Pp. 12 - 15)
2. Departmental Responsibilities of a Retail Store. (Pp. 16 - 21)
3. Development of a Store Organization Chart. (Pp. 22 - 28)
4. Preparing a Job Application Form. (Pp. 29 - 35)
5. Preemployment Job Skills Test. (Pp. 36 - 38)
6. Interviewing for a Job in the Store. (Pp. 39 - 42)
7. Developing Employee/Manager Evaluation Forms. (Pp. 43 - 50)
8. Customer Relations and Service. (Pp. 51 - 52)
9. Cash Register Operation. (Pp. 53 - 60)
10. Handling Sales Transactions and Making Change. (Pp. 61 - 64)
11. Preventing Merchandise Shrinkage and Shoplifting. (Pp. 65 - 67)
12. Stockkeeping, Maintenance and Safety Practices. (Pp. 68 - 69)
13. Safety, Housekeeping, and Maintenance Policies and Procedures. (Pp. 70 - 71)

OVERVIEW OF THE MODEL/SCHOOL STORE DEPARTMENTAL PROJECTS--

CYCLES II & III

The Departmental Training Cycles II and III represent specific projects which are completed by the Management, Merchandising, Promotion, and Operations/Finance Departments. The projects proceed from more basic projects in Cycle II to more advanced projects in Cycle III. These self-contained projects are included in the remaining sections of the Model/School Store Management Guide. The projects are organized according to a memo format. The memos identify the "Subject" of the activity/ project, store assignment and the "managers" or "employees" who are involved in completing the memo directive. The memos generally include "Training References" which are summarized checklists, major learning principles, or store policies and procedures. These Training References are designed to provide the student with enough background information to successfully complete the memo activity. Teacher-coordinators should supplement the Training References with additional instructional materials or explanation where appropriate. The overall intent of the memos is to provide a self-contained learning package which outlines a variety of store-related activities and projects.

Overview of Departmental Training Cycle II

Management Projects

1. Using Effective Training Methods (Pp. 73 - 78)
2. How Effective Management Decisions Can Be Made (Pp. 79 - 84)
3. Conducting Store Meetings (Pp. 85 - 87)
4. Interviewing an Applicant for a Job Position in the Store (Pp. 88 - 91)
5. Human Relations Start with "You," the Manager (Pp. 92 - 94)

Merchandising Department Projects

1. Sales Training--Greeting the Customer and Opening the Sale (Pp. 115 -117)
2. Determining Customer Wants & Needs (Pp. 118 - 120)
3. Analyzing Product Features & Benefits (Pp. 121 - 125)
4. Explaining and Demonstrating Merchandise (Pp. 126 - 129)
5. Answering Customer Question/Objections (Pp. 130 - 131)
6. Checking and Registering Sales Transactions (Pp. 132 - 136)
7. Recording Sales Checks (Pp. 137 - 139)
8. Closing Out the Register (Pp. 140 - 143)
9. Cashier's Diary (Pp. 144 - 148)
10. Understanding and Using Price Tickets (Pp. 149 - 150)

Promotion Department Projects

1. Merchandise Display Inventory Project (Pp. 177 -178)
2. Marketing Research of Store Image and Potential (Pp. 179 - 182)
3. Display Plan for Annual Events (Pp. 183 - 185)
4. Using Display Design Principles (Pp. 186 - 188)
5. Using Color Principles in Display Construction (Pp. 189 - 193)
6. Using the Color Wheel in Display (Pp. 194 - 198)
7. Sign Press Operation (Pp. 199 - 211)
8. Preparing Show Cards (Pp. 212 - 215)

Operations & Finance Department

1. Maintaining Employee Timeclock Records (Pp 236 -235)
2. Posting Individual Stock Control Cards (Pp 239 - 240)
3. Maintaining Receiving Reports (Pp. 241 - 242)
4. Use of Charge Slips, Credit Vouchers, Over Ring Form, Refund Slip, Due Bill, Lay Away Form, Lay Away Tag (Pp. 243 - 250)
5. Maintenance of the Daily Balance Slip, Daily Department Sales Summary, Purchases, Want Slip, Void Slip, and Employee Discount Forms (Pp.251-257)
6. Maintenance of a Buyer's Resource File (Pp. 258 - 259)

Overview of Departmental Training Cycle III

Management Projects

6. Handling Annoyances and Grievances in the Store (Pp. 95 - 98)
7. Grand Opening Project (Pp. 99 - 101)
8. Rearrangement of the Store Layout (Pp. 102 - 109)
9. Daily/Weekly Memo Activities Developed by Store Managers/ Department Managers (Pp. 110 - 113)

Merchandising Department Projects

12. Using Price Codes (Pp. 151 - 154)
13. Receiving and Checking Merchandise Using Appropriate Procedures (Pp. 155 - 159) and Forms (Pp. 155 - 159)
14. Maintaining Unit Inventory Control Records (Pp. 160 - 165)
15. Determine Quantities of Stock to Order for Seasonal or Year-Round Selling (Pp. 166 - 168)
16. Calculating Open-To-Buy (Pp. 169)
17. Preparation of the Merchandise Plan (Pp. 170 - 175)

Promotion Department Projects

9. Showcard Sign Layout (Pp. 216 - 218)
10. Preparing Mannequins for Display (Pp. 219 -223)
11. Using Warm and Cool Colors (Pp. 224 - 228)
12. Preparation of School Newspaper Ad for the Grand Opening (Pp. 229 -234)

Operacion & Finance Department

7. Taking A Physical Inventory of Merchandise (Pp. 260 - 271)
8. Establishing a Credit Application Form/Credit Policies (Pp. 272 - 275)
9. Developing a Credit Collection Policy (Pp. 276 - 282)
10. Preparing Monthly/Quarterly Store Statements (Pp. 283 -285)

MEMO

Subject: Orientation to the Objectives, Policies, and Organization of the Model/School Store

To: All Store Personnel

From: The Store Owner

Welcome to the _____ Model/School Store. Your experiences as an employee, a department manager, or a store manager should be interesting and challenging. These experiences can help you acquire competencies that will assist you in being successful in a future retailing or marketing career. You will have a variety of training experiences and responsibilities that will be similar to those you will experience on either a part-time or full-time retailing or marketing job.

We call our store a Model/School Store because during the preparatory training phase of the course we will "model" or simulate certain types of training as we prepare for actual merchandise sales with real customers. We will have a true "store" operation during certain phases of our course when we market our merchandise to customers who will be fellow students, the faculty, and/or the public. We will, in effect, have a combination model and school store preparing for and working with actual business problems, transactions, and operations.

So that our store can prove the best learning experiences for everyone, it is necessary to have certain operating policies. These policies are very similar to those you would find in a store in our community. Please read these policies and be prepared to discuss them at our first store meeting.

Model/School Store Policies

STORE IMAGE

The Model/School Store image is displayed through our employees. We want to show friendliness to our customers in a professional manner. You will have a major influence on our customers and will largely determine the attitude of school administrators, teachers, and fellow students toward our store.

PERSONAL APPEARANCE AND GROOMING

Model/School Store employees may dress in a casual manner. However, all clothing should be in good repair and clean. Blue-jeans are acceptable but again good judgment must be used in your choice. When you are working, your hair should be neatly combed and hands should be clean. Please remember that your appearance will play a major part in "keeping up" the image of our store.

WORKING HOURS

The Model/School Store is normally open for business from _____ a.m. to _____ p.m. Monday through Friday. Each employee is required to work _____ or _____ hours per week in order to receive classroom credit. Overtime may be worked (up to _____ hours per quarter) if you desire extra credit for Model Store class. Your instructor will explain the extra credit policy.

COMPENSATION

Employees at the Model/School Store are compensated with ___ credit hour for their participation in the Model Store Class and for the time they work in the store. Employees who are prompt, conscientious and show initiative will be awarded with a better grade and personal references for future jobs just as an employee in private enterprise is rewarded with a raise in pay or promotion. Keep this in mind at all times when you are working.

REPORTING TO WORK

Leave all packages, books, notebooks, etc. on the shelf near the _____ while you work. Never leave these personal belongings in the store if you are not working as we cannot take responsibility for lost articles.

It is essential that employees punch in immediately before they start work and punch out immediately after. Management will use your time card to determine the number of absences you have for working in the store each week. If you have failed to record your working time, you will be marked absent. It is important that you punch in and out for yourself only.

Except in rare cases (of which the instructor is aware), do not punch in and out unless you will be working a full class period. You cannot receive full credit for helping out 10 minutes in an hour. While this "extra effort" will definitely be recorded in your instructor's mind, it should not be recorded on your card.

TARDINESS AND ABSENCES

It is extremely important that you report to work on time. The Model/School Store is busiest between class periods and must be covered if we are to serve our customer efficiently. If you have a class prior to your scheduled working time, come directly from that class to the store. Do not spend time visiting with friends. If you do not have a class prior to your working time, please make an effort to get to school early and report to work. We need you in the store.

All absences from working in the Model/School Store will be handled just as they are in the classroom. A pass must be presented to the instructor. Unexcused absences will be treated the same as if you missed a day of classroom instruction.

PERSONAL CONDUCT

In keeping with the Model/School Store image, it is essential that all employees adhere to the conduct code. Some standards of behavior cannot be accepted by The Model/School Store. In a case where the standard is unacceptable to the store, an "E" or a Drop-Fail may result. In some cases, there will be an involvement of the school administration.

The following are violations of The Model/School Store personal conduct code:

1. Excessive absenteeism or tardiness without just cause.
2. Deliberate dishonesty involving store records, sales checks, or employee time cards.
3. Failure to follow instructions from one's manager.
4. Unexplained rudeness or excessive arguing with customers and employees. This includes having "fun" with friends.
5. Theft of merchandise, money or supplies.
6. Excessive and unnecessary visiting with friends during working hours.
7. Loud talk and silly behavior.
8. Eating on the job.
9. Sitting on store fixtures or cases.
10. Eating candy, breakfast or lunch.
11. Punching the time clock for someone else.

STORE SECURITY

An important part of your job is to prevent shoplifting.

1. Keep all small and high-ticket items in display cases or behind the counter.
2. Never leave the store unattended.
3. When the store is busy, "keep an eye" on all customers--not just those you are working with. Call for help if needed.
4. If there are a large number of bills in the register, turn in the excess number to your instructor.

If you suspect a fellow employee of pilferage: Bring your evidence to the attention of your instructor immediately. Do not "spread the word" to anyone but your instructor. Remember, you may be wrong in your judgments.

If you suspect a customer of shoplifting: Approach the customer and ask him or her if they plan to pay for it. If the customer becomes defensive or denies it, do not press the issue. Try to get the customer's name and report the incident to your instructor.

THE JOB: WHAT IS ACTUALLY EXPECTED OF YOU

The Model/School Store employees will go through a preparatory training period at the beginning of the semester. During that time, Model Store students from previous years and/or instructors will be in constant and close supervision when you work in the store. They will help you operate the cash register, quiz you on the prices of merchandise, observe you as you work with the customer and familiarize you with the sales-related responsibilities.

When you are working, your main responsibility is to the customer. Serve each customer with efficiency and accuracy. Give each customer that enters the Model/School Store a smile.

There will be times when business is slow. In retailing, however, if the customer is away that does not mean the employee can play. There are always jobs to be done depending upon your job responsibilities such as:

1. Restock shelves
2. Straighten shelves
3. Dust
4. Clean the windows of the store and/or display cases
5. Sweep the floor
6. Build an interior display
7. Ticket merchandise
8. Empty waste baskets
9. Make signs on signpress machine
10. Plan an advertisement

Do show initiative. One of our main goals this year is to have the store in tip-top shape at ALL times!!

MEMO

Subject: Departmental Responsibilities of a Retail Store

To: All Store Personnel

From: The Store Owner

Please review the basic organization chart of our Model/School Store. The various departments' titles illustrate our first organizational structure of our store. Later on we will add other departments and job positions as we become more familiar with store operations. Right now you should study the attached descriptions of the department functions often included in a retail store and consider that department in which you would like to initially be employed.

Let's review the main responsibilities of each department in our store.

Management

Management functions include effective selection, training, placement, advancement and welfare of employees. Management administers wages and promotions and has the responsibility for personnel development. Management administers all personnel policies. In the employment area, for example, work may consist of job evaluation and analysis, merit rating and salary review, interviewing, school relations, and maintaining employee records. Management is responsible for conducting store meetings and overall store training sessions. Management coordinates the planning of department manager activites. They review

all major store plans with the store owner and are responsible for evaluating the store merchandising, promotion, operation and control activities.

Merchandising

The basic function of the Merchandising Department is to interpret and anticipate the needs of the customers and provide goods to meet those needs. That is, the goods are bought, terms are negotiated, adequate stock assortments are maintained, goods are priced, and records kept of their movement. The major responsibility for selling the merchandise is held by this department with assistance from the sales promotion department. Involved also is the training and supervision of personnel within the various departments. Basically, buying and selling and the management of these marketing functions are the heart of the activities carried out.

Promotion

Generally speaking this department encompasses three functions: advertising, display, and publicity. Sometimes comparison shopping and fashion coordination are included. The basic responsibility of this department is to inform people about the store and its merchandise, persuade them to shop at the store, and also to maintain the image, goodwill and school relations program of the store. Work done in the promotion department usually includes copy and art for advertisements, the production of advertisements and the placing of them. The media used may be varied and include television, radio, direct mail, school announcements, as well as newspapers. Advertising plans are usually worked out in close cooperation with merchandising personnel.

Display work usually involves window, floor, and general in-store displays. Special promotional materials for seasons and holidays are

created by display people.

Publicity work in retailing can be quite varied. In addition to making news available, the role of supervising and coordinating the store's participation in school affairs and arranging special attractions like fashion shows are coordinated through this department.

Operations and Control

Functions within this area cover the maintenance and operation of the store and its customer services. The merchandising department is especially dependent upon operations activities including the receipt warehousing, handling, and delivery of all goods. Purchasing of supplies and store security are handled.

The activities involved in recording the receipt of merchandise, inspection, price marking, and distribution to the stockroom and sales floors are important responsibilities of this department. Merchandise and cash adjustments and returns are also important activities.

Sometimes called the "nerve center" of the retail business, control takes care of the store's vital statistics. Data is gathered on income and expenses of all kinds and translated into terms useful to merchandising personnel. The developing of reports to keep store managers informed deal with markons, markdowns, sales, purchases,on-order merchandise, and "open-to-buy." Periodic department profit and loss statements are also developed. Shrinkage problems or shortage control is an important part of the overall control function.

Credit represents a major phase of control activities. Credit plans need to be developed and administered since through credit sales volume can be developed. All the systems for extending credit such

as credit applications, floor procedures to follow, checking of customers' accounts, authorizing credit and maintaining all records are some of the specific functions involved. Collections is an important function within the credit area.

To help you better understand the functions and responsibilities of our store departments, let's complete the Review Quiz on the following page.

REVIEW QUIZ

Store Department Responsibilities

1. The _____ department is primarily responsible for selling the merchandise.
2. The _____ department conducts comparision shopping of competitors.
3. Functions within the _____ department cover the maintenance of the store.
4. The _____ department records the receipt of merchandise.
5. The _____ department interprets and anticipates the needs of the customers.
6. This _____ department is called the "nerve center" of the store as this department takes care of vital statistics.
7. The _____ department takes care of credit sales administration.
8. The promotion department encompasses the three functions of _____, _____, and _____.
9. _____ functions include the effective selection and training of store employees.
10. Department activities are coordinated by _____.

REVIEW QUIZ KEY

Store Department Responsibilities

1. The merchandising department is primarily responsible for selling the merchandise.
2. The promotion department conducts comparison shopping of competitors.
3. Functions within the operations/control department cover the maintenance of the store.
4. The operations/control department records the receipt of merchandise.
5. The merchandising department interprets and anticipates the needs of the customers.
6. The operations/control department is called the "nerve center" of the store as this department takes care of vital statistics.
7. The operations/control department takes care of credit sales administration.
8. The promotion department encompasses the three functions of advertising, display and publicity.
9. Management functions include the effective selection and training of store employees.
10. Department activities are coordinated by management.

MEMO

Subject: Development of a Store Organization Chart

To: All Store Personnel

From: Store Owner

You all have a part in the organization and operation of our store. In our training memo we studied the possible functions of departments in a retail store. Let's review what an organization chart is and how we could develop one by studying the main points in the Training Reference entitled "The Organization Chart."

THE ORGANIZATIONAL CHART

An organizational chart is a visual device which shows the structure of an organization and the relationships among workers and divisions of work. The important role of the organization chart is to: (1) indicate each employee's area of responsibility and to whom each reports; (2) coordinate the departmental responsibilities; (3) show work to be done; and (4) indicate lines of relationship and authority.

In establishing an organizational structure, the total work to be done must be divided into units, such as departments. The first consideration is the grouping of activites into broad natural departments, such as buying and selling. For firms with few employees, this may be all that is needed to divide the work into manageable units. For larger firms the major divisions need to be further divided into smaller units before departments of reasonable size can be formed. Separating the work of the firm into logical units and grouping related units into departments facilitates (1) forming departments composed of related tasks, (2) arranging the flow of work within and among departments, and (3) assigning responsibilities to employees.

Major divisions of work vary with the type of firm. Use of three departments, however, is rather common. A retail store might be divided into buying, selling, and control or operations. Most firms have a finance or credit department which includes accounting, data processing, and other office-type work. Sometimes this department is combined into a control/operations department to simplify the organization.

As a business grows, the number of major departments must be

increased or new units must be added to existing departments. When a retail outlet expands, the basic divisions of buying and selling may be subdivided. Selling might be subdivided into advertising, personal selling, and customer service. Buying, on the other hand, might include purchasing, shipping, and storing. Determining how to divide work into meaningful units is based on (1) the type of work to be done in each business and (2) the amount of work to be done.

Types of Organization Structures

The two principal types of internal organization structures that are used in business are (1) the line and (2) the line-and-staff organization.

Line Organization

A line organization means that all authority and responsibility may be traced in a direct line from the president down to the lowest administrative unit in the organization.

The lines which join the personnel indicate the lines of authority (see illustrations). The lines show, for example, that the president has authority over the sales manager, that the sales manager has authority over the assistant sales manager, etc.

In a line organization the president or general manager has direct control over all units of the business, but responsibilities are passed along from one person to another down to the lowest level or the organization. Under this form or organization, each person is responsible to only one superior executive who in turn is responsible to someone else. Very little red tape is involved because the line

of action is direct. This type of organization can be very efficient if the manager is capable, for new ideas can be put into effect immediately.

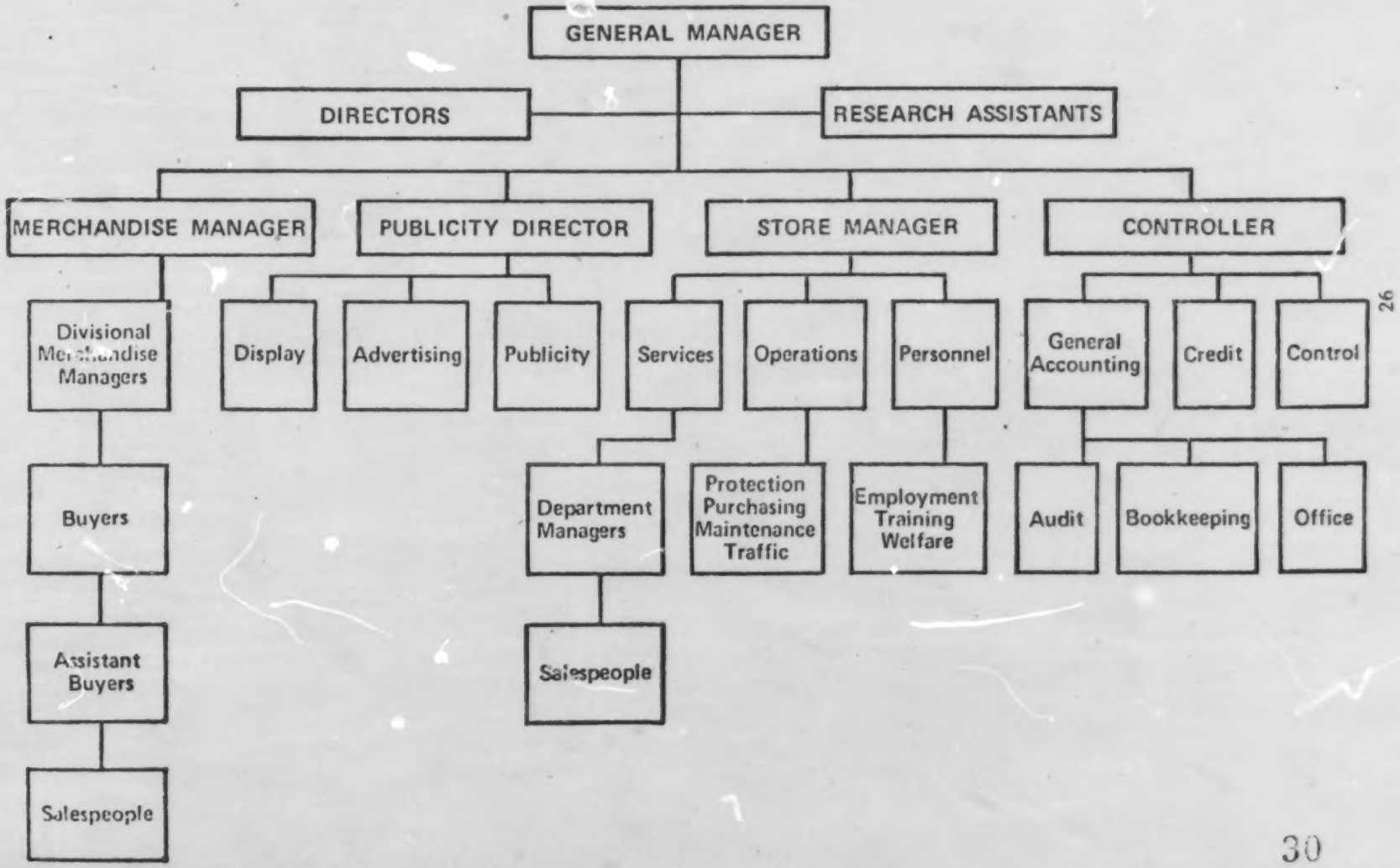
Line and Staff Organization

Most large businesses use the line and staff organization. As a business grows larger and larger, the work increases in amount and in complexity. The result is that line personnel have more and more difficulty in maintaining specialized competence in all of the areas for which they are responsible. To solve this problem and still retain the advantages of direct and definite lines of authority, staff specialists are added to the line organization to give advice and assistance to line personnel. Staff personnel have no authority over line personnel--that is, staff personnel cannot require anyone in the line organization to perform any task. Thus, line personnel are still responsible to only one supervisor.

Project Directions

Please review the two example organization charts which illustrate how a large and small retail store could be organized. Also study the List of Department Functions and Responsibilities. Draw your store organization chart using line and staff identifications. Then list under each department the appropriate department functions and responsibilities that you assign to each department. Be prepared to describe your organization chart to the class and post your chart on the store bulletin board.

Organizational Chart for Large Store



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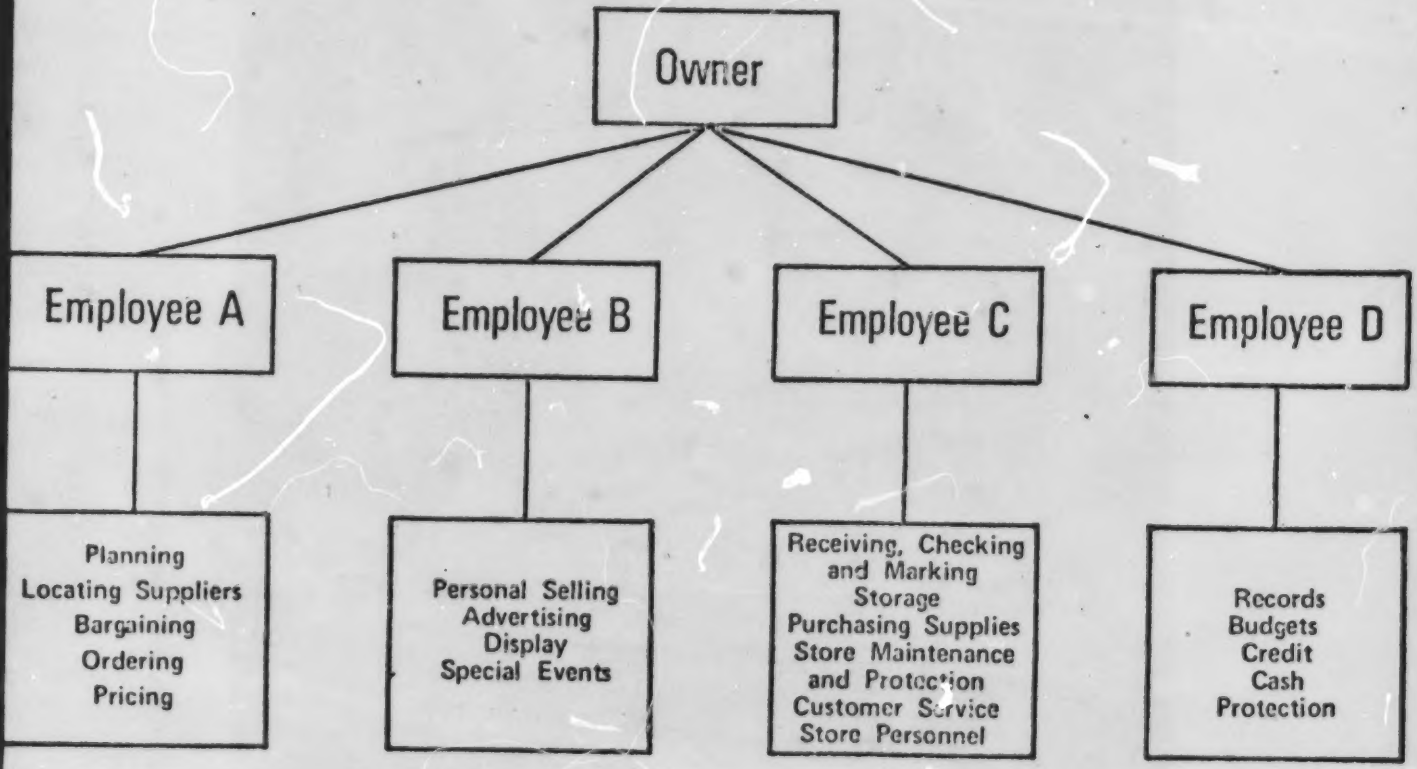
Division of Responsibility in Small Firm



List of Department Functions and Responsibilities

Employee selection

Employee training

Job evaluation procedures

Employee records

Orientation of new employees

Training in methods and systems

Safety

Credit union

Buying

Selling

Merchandise data

Inventory assortments

Market research

Budgeting

Internal auditing

Expense control

Report development

Shrinkage control

Accounting systems and processes

Credit administration

Collections

Bill paying

Advertising

Display

Special promotional events

Public relations

Radio-TV media contact

Advertising budget

Main receiving operations

Price marking

Distribution of merchandise to departments

Delivery

Purchasing (fixtures, supplies, etc.)

Customer services

Store security

Adjustments, complaints

MEMO

Subject: Preparing a Job Application Form

To: All Store Personnel

From: The Store Owner

You have just prepared an organization chart for your store. You should have a somewhat better understanding of the functions or duties of employees within each department. So that you can initially obtain a job in the store that better suits your interests, you will be interviewing for a job of your choice. To prepare yourself for questions you might be asked on either an application form or during the personal interview, you are asked to review the following application blanks. Notice the questions that are commonly asked and those that are different on each of the attached application forms.

Since this is your store you will need to design an application blank that is unique for this Model/School Store. Include questions from the example application blanks as well as those that best serve the informational needs of the store. Design the application form to allow adequate space for applicant answers. We will select the best questions from each person's forms to be used during our actual store job interviewing sessions.

Kmart

KRESGE jupiter DISCOUNT STORE

APPLICATION FOR EMPLOYMENT

A K mart Corporation Store is truly a pleasant place to work. An expression of Customer Appreciation is expected from all employees by promoting the feeling of friendliness and warmth to each customer who visits our store. Details of the "TYFSAK" program will be explained during indoctrination.

A Corporation Policy . . . "No relatives are permitted to work in the same store."

PERSONAL (Please print using ball point pen)

DATE ____ 19

FULL NAME	First	Middle	Last		Social Security Number	
PRESENT ADDRESS	Street	City	State	Zip	How long	Telephone No.

If no phone how may we contact you?

Are you 18 years of age or older? ☐ Yes ☐ No

List activities or committments that may interfere with attendance requirements.

List handicaps, health problems or prior work injuries that should be considered in job placement.

Have you ever applied for employment to the K mart Corp. or a subsidiary before?	☐ Yes ☐ No	If "yes" where?	Approx. Date Mo. Yr.	How referred to us?
Have you ever been convicted of a felony?	☐ Yes ☐ No	If "yes" when? Mo. Yr.	Explain:	

CITIZENSHIP

If requested, can proof of Citizenship, Visa, or Alien Registration be provided? ☐ Yes ☐ No

Will Visa or immigration status prevent lawful employment? ☐ Yes ☐ No

EMPLOYMENT INTERESTS AND SKILLS

WORK SCHEDULE DESIRED ☐ FULL TIME ☐ PART TIME ☐ DAYS ☐ EVENING ☐ SATURDAY ☐ SUNDAY ☐ SEASONAL

DATE AVAILABLE FOR WORK– TOTAL HOURS PER WEEK DESIRED– SALARY EXPECTED–

TYPE OF WORK PREFERRED	EXAMPLES: General Merchandise, Register Operator, Food Dept., Apparel (Women's-Mens-Children), Specialty Mdse., Mechanic, Stockroom, etc.	1. Position desired	Years experience in this work
		2.	
		3.	

EDUCATION

SCHOOLS	NAME AND ADDRESS OF SCHOOL OR COLLEGE	Dates Attended From	To	MAJOR STUDIES	Last Grade Completed	Graduation Date
HIGH SCHOOL						
COLLEGE TRADE OR BUSINESS SCHOOL						

THE CIVIL RIGHTS ACT OF 1964 PROHIBITS DISCRIMINATION IN EMPLOYMENT PRACTICE BECAUSE OF RACE, COLOR, RELIGION,

U. S. MILITARY

Branch of Service	Date of Entry	Date Released	Active Duty Date From Mo. Yr.	Active Duty Date To Mo. Yr.	Type of Duty

What specialized training did you receive?

EMPLOYMENT EXPERIENCE

GIVE PAST EMPLOYMENT AS COMPLETELY AS POSSIBLE, STARTING WITH YOUR PRESENT OR LATEST EMPLOYER, INCLUDE SUMMER EMPLOYMENT. FOR ANY UNEMPLOYED OR SELF EMPLOYED PERIODS, SHOW DATES AND LOCATIONS.

	MO.	DAY	YR.	EMPLOYER'S NAME & ADDRESS– CITY – STATE –ZIP	Name & Title of Immediate Superior	Last Position You Held & Salary	Reason for Leaving
From				Present or Last Employer			
To				Address			
From				Employer			
To				Address			
From				Employer			
To				Address			
From				Employer			
To				Address			

REFERENCES

GIVE NAME OF THREE PERSONS YOU ARE NOT RELATED TO AND BY WHOM YOU HAVE NOT BEEN EMPLOYED. THESE PEOPLE SHOULD HAVE KNOWN YOU FOR SEVERAL YEARS.

NAME – (INITIALS, LAST NAME)	ADDRESS STREET, CITY, STATE, ZIP	OCCUPATION	YEARS OF ACQUAINTANCE

GIVE NAME OF ANY RELATIVES, AND/OR ACQUAINTANCES, EMPLOYED BY K mart CORPORATION OR A SUBSIDIARY:

NAME	POSITION	LOCATION	RELATIONSHIP

ADDITIONAL INFORMATION FOR PLACEMENT CONSIDERATION

I authorize investigation of all statements on this application. It is further understood that misrepresentation or omission of facts called for hereon will result in cancellation of this application or dismissal from the Corporation's service if I have been employed. Upon employment I will submit a certified birth certificate or other satisfactory evidence of birthplace and citizenship.

This application is considered current for 30 days. If you wish to be considered for later employment you must renew your application in person and in writing. It is understood that no position with K mart Corporation is guaranteed for any length of time and either the employee or the Company can terminate the relationship at will at any time.

APPLICANT SIGNATURE	DATE SIGNED

CODE 94-45-10—Pads-100—(Rev. 7/80)—S—Litho in U.S.A.

SEARS, ROEBUCK AND CO.

APPLICATION FOR EMPLOYMENT

PLEASE PRINT INFORMATION REQUESTED IN INK.

Date _____

SEARS IS AN EQUAL OPPORTUNITY EMPLOYER and fully subscribes to the principles of Equal Employment Opportunity. Sears has adopted an Affirmative Action Program to ensure that all applicants and employes are considered for hire, promotion and job status, without regard to race, color, religion, sex, national origin, age or handicap.

To protect the interests of all concerned, applicants for certain job assignments must pass a physical examination before they are hired. Alternative placement of an applicant who does not meet the physical standards of the job for which he/she was originally considered is permitted.

NOTE: This application will be considered active for 90 days. If you have not been employed within this period and are still interested in employment at Sears, please contact the office where you applied and request that your application be reactivated.

Name _____ (Last / First / Middle) Social Security Number _____ (Please present your Social Security Card for review.)

Address _____ (Number / Street / City / State / Zip Code)

County _____ Current phone or nearest phone _____

Previous Address _____ (Number / Street / City / State / Zip Code)

If hired, can you furnish proof of: Age? ☐ Yes ☐ No U.S. Citizen? ☐ Yes ☐ No
or Alien legally entitled to work in U.S. ☐ Yes ☐ No

(Answer only if position for which you are applying requires driving.)
Licensed to drive car? ☐ YES ☐ NO
Is license valid in this state? ☐ YES ☐ NO

Have you ever been employed by Sears? ☐ YES ☐ NO If so, when and where last employed? _____ Position _____

Former employes of Sears and certain Subsidiaries may be entitled to service credit under the Pension Plan based on prior employment with Sears, Roebuck and Co., Homart Development Co., Sears Investment Management Co., Sears Roebuck Acceptance Corp., Sears, Roebuck de Puerto Rico, Inc., Sears Roebuck Overseas, Inc., Sears Securities Sales, Inc., Terminal Freight Handling Co., Allstate Insurance Company and their Subsidiaries, Lifetime Foam Products, Pacific Installers, and Sears, S.A. (Central America).

Have you a relative in the employ of Sears in the store or unit to which you are applying? _____

A PHYSICAL OR MENTAL DISABILITY WILL NOT CAUSE REJECTION IF IN SEARS MEDICAL OPINION YOU ARE ABLE TO SATISFACTORILY PERFORM IN THE POSITION FOR WHICH YOU ARE BEING CONSIDERED.

Do you have any physical or mental impairment which may limit your ability to perform the job for which you are applying? _____

_____

_____ Do you have any Service related disability? ☐ Yes ☐ No

	School Attended	No. of Years	Name of School	City/State	Graduate?	Course or College Major	Average Grades
EDUCATION	Grammar						
	Jr. High						
	Sr. High						
	Other						
	College					Degree	

MILITARY SERVICE	BRANCH OF SERVICE	DATE ENTERED SERVICE	DATE OF DISCHARGE	HIGHEST RANK HELD	SERVICE-RELATED SKILLS AND EXPERIENCE APPLICABLE TO CIVILIAN EMPLOYMENT

What experience or training have you had other than your work experience, military service and education? (Community activities, hobbies, etc.)

_____

I am interested in the type of work I have checked.

Sales ____ Office ____ Mechanical ____ Warehouse ____ Other (Specify) _____

Or the following specific Job _____

I am seeking (check only one):

☐ Temporary
☐ Permanent
Employment

If temporary, indicate dates available _____.

I am available for (check only one):

☐ Part-Time
☐ Full-Time
Work

If part-time, indicate maximum hours per week _____, and enter hours available in block to the right.

HOURS AVAILABLE FOR WORK	
Sun	To
Mon	To
Tues	To
Wed	To
Thurs	To
Fri	To
Sat	To

Have you been convicted during the past seven years of a serious crime involving a person's life or property?

NO ☐ YES ☐ If yes, explain _____

_____

REFERENCES

LIST BELOW YOUR FOUR MOST RECENT EMPLOYERS, BEGINNING WITH THE CURRENT OR MOST RECENT ONE. IF YOU HAVE HAD LESS THAN FOUR EMPLOYERS, USE THE REMAINING SPACES FOR PERSONAL REFERENCES. IF YOU WERE EMPLOYED UNDER A MAIDEN OR OTHER NAME, PLEASE ENTER THAT NAME IN THE RIGHT HAND MARGIN. IF APPLICABLE, ENTER SERVICE IN THE ARMED FORCES ON THE REVERSE SIDE.

	NAMES AND ADDRESSES OF FORMER EMPLOYERS, BEGINNING WITH THE CURRENT OR MOST RECENT	Nature of Employer's Business	Name of your Supervisor	What kind of work did you do?	Starting Date	Starting Pay	Date of Leaving	Pay at Leaving	Why did you leave? Give details
	NOTE State reason for and length of inactivity between present application date and last employer								
1	Name Address Tel. No. City State Zip Code				Month Year	Per Week	Month Year	Per Week	
	NOTE State reason for and length of inactivity between last employer and second last employer								
2	Name Address Tel. No. City State Zip Code				Month Year	Per Week	Month Year	Per Week	
	NOTE State reason for and length of inactivity between second last employer and third last employer								
3	Name Address Tel. No. City State Zip Code				Month Year	Per Week	Month Year	Per Week	
	NOTE State reason for and length of inactivity between third last employer and fourth last employer								
4	Name Address Tel. No. City State Zip Code				Month Year	Per Week	Month Year	Per Week	

I certify that the information contained in this application is correct to the best of my knowledge and understand that any misstatement or omission of information is grounds for dismissal in accordance with Sears, Roebuck and Co. policy. I authorize the references listed above to give you any and all information concerning my previous employment and any pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you. In consideration of my employment, I agree to conform to the rules and regulations of Sears, Roebuck and Co., and my employment and compensation can be terminated with or without cause, and with or without notice, at any time, at the option of either the Company or myself. I understand that no unit manager or representative of Sears, Roebuck and Co. other than the President or Vice-President of the Company, has any authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the foregoing. In some states, the law requires that Sears have my written permission before obtaining consumer reports on me, and I hereby authorize Sears to obtain such reports.

Applicant's Signature _____

NOT TO BE FILLED OUT BY APPLICANT

INTERVIEWER'S COMMENTS		Date of Emp.	
		Dept. or Div.	Regular ☐ Part-Time ☐
		Job Title	
		Job Title Code	Job Grade
		Compensation Arrangement	
Prospect for		Manager Approving	
1.	2.	Employe No.	Rack No.

Tested	(Store will enter dates as required.)			Mailed	Completed
Physical examination scheduled for			REFERENCE REQUESTS		
Physical examination form completed			CONSUMER REPORT		
			With. Tax (W-4)		
			State With. Tax		
Review Card prepared		Minor's Work Permit			
Timecard prepared		Proof of Birth			
		Training Material Given to Employe			

Unit Name and Number _____

RESTAURANT OPERATIONS
HOURLY EMPLOYEE

APPLICATION FOR EMPLOYMENT

Burger King Corporation
AN EQUAL OPPORTUNITY EMPLOYER — M/F

Discrimination in employment because of race, creed, color, national origin, ancestry, age, sex, physical or mental handicaps, or liability for service in the armed forces of the U.S. is prohibited by federal legislation and/or by laws against discrimination in some states.

PERSONAL

LAST NAME	FIRST	MIDDLE INITIAL	PHONE
STREET ADDRESS	CITY	STATE	ZIP CODE
SOCIAL SECURITY NUMBER	ARE YOU A CITIZEN OF THE U.S.A. YES ☐ NO ☐	HOW DO YOU PLAN TO GET TO WORK ☐ MASS TRANSIT ☐ AUTO ☐ OTHER	

NAME AND PHONE OF PERSON TO BE NOTIFIED FOR EMERGENCY:
(DO NOT ANSWER IN STATE OF NEW YORK)

HAVE YOU EVER BEEN CONVICTED OF A FELONY OR MISDEMEANOR (OTHER THAN A TRAFFIC VIOLATION)
(DO NOT ANSWER IN STATE OF MASSACHUSETTS OR NEW YORK) YES ☐ NO ☐

IF YOU ANSWERED "YES" TO QUESTION ABOVE, PLEASE EXPLAIN:

ARE YOU: 14-15 ☐ 16-17 ☐ 18 OR OLDER ☐ — IF UNDER 18, PROOF OF AGE MUST BE PROVIDED PRIOR TO HIRING

EDUCATION

NAME OF SCHOOL AND ADDRESS	DATES FROM (Mo./Yr.)	DATES TO (Mo./Yr.)	GRADUATED YES	GRADUATED NO	NUMBER OF COLLEGE CREDIT HOURS	MAJOR	AVERAGE
JUNIOR HIGH							
HIGH SCHOOL							
COLLEGE							
OTHER							

EXTRACURRICULAR ACTIVITIES

CURRENTLY ENROLLED IN HIGH SCHOOL/STUDY PROGRAM YES ☐ NO ☐

GENERAL ACTIVITIES

STARTING WAGE DESIRED: $_____ PER HOUR

DATE AVAILABLE TO START:

DAYS AND HOURS AVAILABLE TO WORK	DAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	FROM							
	TO							

WHAT INTERESTED YOU IN BURGER KING

HAVE YOU EVER WORKED FOR BURGER KING OR ITS AFFILIATES BEFORE YES ☐ NO ☐ — WHERE — WHEN — POSITION

WHAT ARE YOUR HOBBIES, SPECIAL INTERESTS, AND ACTIVITIES
(DO NOT INCLUDE THOSE INDICATING RACE, CREED, NATIONALITY OR RELIGION)

Form No. 1211(AX)(CS)

EMPLOYMENT EXPERIENCE

COMPANY NO. 1 (Present or most recent employer)		ADDRESS/PHONE NUMBER
EMPLOYED (Month & Year) FROM TO	RATE OF PAY START ENDING	AVERAGE NUMBER OF HOURS WORKED PER WEEK
POSITION(S) HELD		SUPERVISOR'S NAME/POSITION
DESCRIBE YOUR DUTIES		
MAY WE CONTACT THIS EMPLOYER YES ☐ NO ☐	REASON FOR LEAVING	
DAYS LOST FROM WORK DUE TO ILLNESS (Do not answer in State of New York)	INJURY	OTHER

COMPANY NO. 2		ADDRESS/PHONE NUMBER
EMPLOYED (Month & Year) FROM TO	RATE OF PAY START ENDING	AVERAGE NUMBER OF HOURS WORKED PER WEEK
POSITION(S) HELD		SUPERVISOR'S NAME/POSITION
DESCRIBE YOUR DUTIES		
MAY WE CONTACT THIS EMPLOYER YES ☐ NO ☐	REASON FOR LEAVING	
DAYS LOST FROM WORK DUE TO ILLNESS (Do not answer in State of New York)	INJURY	OTHER

THE INFORMATION I AM PRESENTING IN THIS APPLICATION IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE, AND I UNDERSTAND THAT ANY FALSIFICATION OR MISREPRESENTATION HEREIN COULD RESULT IN MY DISCHARGE IN THE EVENT I AM EMPLOYED BY THE BURGER KING CORPORATION. I AUTHORIZE BURGER KING CORPORATION OR ITS REPRESENTATIVES TO CONTACT ALL FORMER EMPLOYERS AND TO FURTHER INQUIRE AS TO ANY INFORMATION GIVEN BY ME ON THIS APPLICATION.

APPLICANT'S SIGNATURE _____ DATE: _____

DO NOT WRITE BELOW THIS LINE FOR BURGER KING RESTAURANT USE ONLY

COMPANY NO. 1 REFERENCE CHECK		GOOD	AVERAGE	POOR
APPLICANT ELIGIBLE FOR REHIRE: YES ☐ NO ☐	ATTENDANCE:	☐	☐	☐
DATES OF EMPLOYMENT VERIFIED: YES ☐ NO ☐	PERFORMANCE:	☐	☐	☐

CHECKED BY:	CONTACTED:	DATE:

COMPANY NO. 2 REFERENCE CHECK		GOOD	AVERAGE	POOR
APPLICANT ELIGIBLE FOR REHIRE: YES ☐ NO ☐	ATTENDANCE:	☐	☐	☐
DATES OF EMPLOYMENT VERIFIED: YES ☐ NO ☐	PERFORMANCE:	☐	☐	☐

CHECKED BY:	CONTACTED:	DATE:

MANAGER'S/INTERVIEWER'S NOTES:

MEMO

Subject: Preemployment Job Skills Test

To: All Store Personnel

From: Store Owner

Certain stores require that all prospective employees complete a preemployment job skills test. This test usually includes basic mathematics and vocabulary components. Sometimes manual or finger dexterity tests are included for such jobs as cashier-checkers.

To provide you a realistic pre-employment experience you are requested to complete the following job skills test. See your store owner to obtain the correct answers.

PREEMPLOYMENT J

PREEMPLOYMENT JOB SKILLS TEST

Part I: SPELLING AND MATCHING DEFINITIONS

Directions: Column A for misspelled words. Words incorrectly spelled should be spelled correctly in column C.

Column B-Insert the number of the correct definitions from Column D.

A	B	C	D
A. Achievement			1. dispursement of expense
B. Responsible			2. a recorded item of debt
C. Repitition			3. a seller
D. Volume			4. to make oneself liable for the debt of another
E. Scarcity			5. being what it is said to be
F. Expenditure			6. the act of repeating or saying again
G. Garantee			7. one who is training for a job or position
H. Debit			8. one for whom a business provides a service
I. Vender			9. one who works for wages or salary in the service of an employer
J. Genuine			10. a lack of provisions or things
K. Trainee			11. an act of accomplishment
L. Client			12. a series of printed sheets bound together
M. Employee			13. that which is owed
N. Det			14. of or pertaining to the public treasury or revenues or financial matters in general
O. Fiscal			15. accountable, answerable

Part II: MATHEMATICS

Directions: Work straight through the problems and complete as many as possible. Make your answers clear and legible.

Addition

$18.09	$23.95
.78	16.02
4.46	9.39
12.26	4.46
1.39	5.72
14.01	6.18
22.10	27.89

Subtraction

$546.21	$1396.40	$8415.29
-133.40	-285.14	-735.88
$23429.95	$958306.23	$9502.86
-17963.98	-963.75	-88.98

Multiplication

1442.0	137.9	168.300
X 2.35	X 82.4	X 29

Division

3.20/133.45 .75/15.213

_____ 3 pairs of socks @ $12.00 per dozen pairs

_____ 30% of $148 20

Regular Unit Price	Special Sale Price	Saving Per Unit
$.49	3/$1.29	_____
.56	2/.98	_____
.45	2/.78	_____
.49	3/1.39	_____
.15	4/.52	_____

_____ A store sold 200 dresses @ $14.95 each, 50 dresses @ $9.95 each, and 65 dresses @ $11.49 each. What was the average retail selling price per dress?

_____ An employee purchased from the store a sweater retailing for $19.95. As an employee, he/she received a 20% discount on the purchase of the sweater. What was the purchase price of the sweater to this employee?

_____ What was the store's cost on a jewelry box that sold for $5.00 and made a gross profit of 40% on retail?

A 5% sales tax is equal to _____ cents on the dollar.

5½ X 6 1/3 is equal to _____ (reduce to lowest terms).

MEMO

Subject: Interviewing for a Job in the Store

To: All Store Personnel

From: Store Owner

The Job Interview Activity is a very important learning experience for all store personnel. You have recently designed as a group the job application form which we will use for our Model/School Store. The store owner will interview all students who are interested in serving as either the store manager or department managers. Once these managers have been appointed (hired) all students interested in being employed in specific departments will be interviewed by the respective department managers. Review the attached Job Descriptions materials.

To better prepare yourself for these interviews it would be wise to prepare answers to the following questions or topics:

1. The specific job you are interested in applying for.
2. Why you are interested in this position.
3. Information about yourself that would contribute to job success in this position.
4. Specific activities, projects, contributions you would like to be involved in.
5. Questions you would like to ask the interviewer about job policies, responsibilities, etc.
6. If you are interested in a management position be able to describe how you would best manage, lead, motivate, your employees.

JOB DESCRIPTIONS

The duties and responsibilities of your store's personnel will vary to fit your program. We have listed a bare outline for the various positions which you should expand upon so that the student/employee knows 1) specifically what is expected of them and 2) how to do it in accordance with your procedures and various machines.

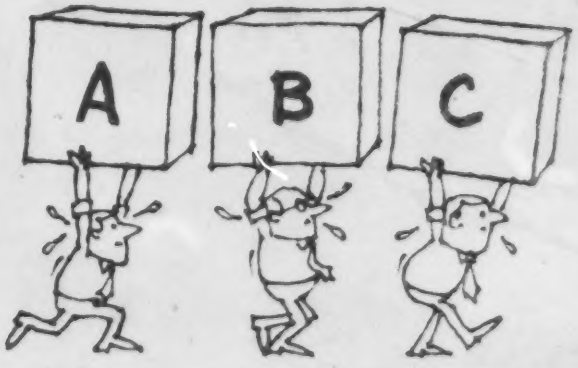
Be sure to check the M/DE task statements in each of the six functional sections in this Guide to add tasks to these job descriptions as most appropriate for your store operation.

A. STORE MANAGER

1. Supervise sales clerks, cashier, stockpersons, and wrappers.
2. Supervise all customer orders and/or requests for merchandise
3. Make all "operational" decisions while in charge of the store.
4. Make all sales-supporting decisions.
5. Oversee bookkeeping-inventory operations.

B. SALESPERSON

1. Take care of customers' needs for merchandise or service
2. Write up sales, refunds, returns, discounts, charges, and any other sales-related forms
3. Ring up sales on cash register
4. Answer customer's questions / requests
5. Suggest new merchandise
6. Keep stock straightened
7. Watch for shoplifters
8. Wrap purchases
9. Count change correctly



C. CASHIER/BOOKKEEPER

1. Record sales on cash register
2. Establish daily cash funds and calculate gross profits on sales
3. Prepare bank deposits
4. Read and reset the cash register
5. Balance the daily statement of business and record Daily Gross Sales Information
6. Calculate monthly sales tax and prepare sales tax records
7. Record accurately all cash deposits, accounts, receivable and payable, purchases and expenses, and other pertinent data
8. Record weekly store inventories, and provide weekly financial reports

D. ADVERTISING AND SALES PROMOTION

1. Coordinate Advertising with other School Store activities
2. Select items to be advertised
3. Produce and distribute printed advertisements
4. Create and produce audio advertisements (to be written and/or recorded by a two-person team on Wednesday for reading or playback on the next five school days).
5. Develop special promotions

E. STOCK AND OPERATIONS

1. Process new shipments of incoming goods
2. Maintain perpetual inventory system
3. Maintain physical inventory system (performing actual merchandise counts)
4. Maintain adequate stock levels on the selling floor
5. Perform store maintenance and repair

F. VISUAL MERCHANDISING (DISPLAY)

1. Design and trim hall display windows
2. Build, purchase, and maintain display props
3. Layout and design In-Store and Point-of-Purchase displays

G. SIGN MACHINE OPERATOR

1. Set up signs
2. Ink sign setups
3. Run the sign press
4. Clean the type, and ink rollers, the ink platten, and your hands
5. Take down sign setups
6. Maintain sign area

H. BUYING AND PRICING

1. Follow sales trends (e.g. comparison shopping, trade journals, newspapers, review customer requests, etc.)
2. Develop and maintain good business relationships with merchandise sources
3. Select merchandise
4. Coordinate with other School Store departments (e.g. working with bookkeeper and budgeting, oversee pricing and coding, etc.)
5. Decide pricing structure

* Developed by: Michigan Marketing & Distributive Education Curriculum Committee

MEMO

Subject: Developing Employee/Manager Evaluation Forms

To: All Store Employees

From: Store Manager

There is an old saying which states that, "People support that which they help create." How a person is evaluated is very important to both the evaluator (store manager or department manager) and the employee (student). To make our store policies and procedures as realistic as possible you will be responsible to develop and use a store evaluation process and form.

Each employee's performance will be evaluated by each department manager. The performance of the department managers will be evaluated by the store manager. The store manager's performance will be evaluated by the store owner. The employees will be able to evaluate the performance of their department manager as well as the store manager.

To make this process possible it will be necessary for all store personnel to complete the questions worksheet for "Procedures for Evaluating Employees" and review the Sample Evaluation Forms. Design an evaluation form which can be used to evaluate the job performance of employees in our store. Assign a points scale for various job performance factors. Your rating form should have a total of 100 points for all the factors evaluated.

After you have completed an employee evaluation form then design a department manager and store manager evaluation form. Consider the unique factors that should be included on a manager's evaluation form that would be different from an employee's evaluation form.

Procedures for Evaluating Employees

Often managers are not pleased with the success that they have in keeping out potential problem employees that they feel, "If only I could start over without the problem employees I hired." Perhaps it's just as well they can't. After all, employers have certain obligations to their employees as well as to their firm.

How do you deal with problem employees? You can do it by using procedures such as these.

Appraising the Employee. When you evaluate employees, you compare their performance with what the job requires of them. To do an accurate evaluation--one that is fair to both you and them--you have to have a clear-cut description of the job and a clear-cut description of the employee's performance.

Your appraisal should be based on sound techniques, and it should be periodic.

Letting employees know where they stand. However, to correct the employees, you have to go one step further and let them know where they stand. Sometimes just knowing that they are headed for trouble helps individuals improve. For instance, if your evaluation shows that an employee is coming in late several mornings a week, let him/her know that you'll be looking for this item on your next evaluation.

The other part of letting employees know where they stand concerns satisfactory employees. Be sure to praise them for good performance, but also try to help them grow. Give them at least one specific thing to do to increase their competence further.

What causes problem employees? A person may be a problem employee for any of several reasons:

Lack of skill in the job
Misplacement
Lack of job directions
Inadequate supervision
Emotional immaturity of the employee
Poor health

Lack of Skill

Sometimes a person is a problem employee because certain job skills are lacking. The skill may have been sufficient upon initial hiring, but it didn't increase as the job grew.

Not being able to perform the job as well as the employee would like--or as well as the employee thinks you expect--can do several things to an employee. It might for example, make the employee indifferent to customers.

Misplacement in Jobs

Often employees become a problem because they are in the wrong job. Perhaps they are selling and failing miserably because they lack self-reliance (the capacity to accept rejection without anxiety). They begin to feel that customers don't like them. And, in some cases, this feeling causes them to act in a hostile way toward them.

Lack of Job Structure

Without job structure (detailed and clear instructions in what they are to do) most employees become confused. When employees wonder in their own mind why they don't know their job, they might decide that, "It's my fault. I didn't pay enough attention when he/she was explaining it." More likely, they will blame their employer. "That so-and-so never says what he/she wants, and then jumps on me when I do it wrong." Either conclusion damages morale and tends to lower morale throughout the store.

Incompatibility

Some people are problems because of incompatibility between them and their employers. "I just can't get along with him or her," a salesperson says about the store owner. And the owner says, "No matter how hard I try to understand the employee, he/she rubs me the wrong way."

What causes such friction between two persons--both of whom are conscientiously trying to cooperate? Some people call it "personality clash." Actually, it is more complicated than this label implies. The important point is: Be aware of such incompatibility and realize that there sometimes isn't much you can do to change it. Reassignment to different jobs or departments could reduce the problem.

Inadequate Supervision

Many employees become problems because of inadequate supervision. In some cases, they don't know what to do, and the boss doesn't seem to care when or how they do it. People begin to deteriorate when they aren't kept busy at constructive tasks. They lose interest, become indifferent, and sometimes resentful.

Closely related to this situation is inconsistent or capricious supervision. One day the boss is strict. The next day the boss is lax. Employees don't know what to expect.

"Some days the employer treats me awful," one salesperson says, "but on other days he/she lets us get by with murder."

Emotionally Immature Employees

Other employees are problems because they are not emotionally mature. They never completely grew up, and sometimes they think and act like children. To a certain extent everyone suffers with this condition. The difference between an emotionally immature person and one who is called normal is one of degree. The normal person has fewer emotional disturbances and is often able to better control them.

What Can You As An Employer Do?

Even though handling problem employees often is a complex management problem, there are things managers can do to help themselves and these employees. One important managerial solution is to develop clear-cut job specifications and job descriptions.

To develop clear-cut job descriptions, you need two types of information. First, you need to know the details of the job. Second, you have to know what sort of person you need for that job.

Suppose you need a person for your promotion department. Make a list of the tasks in this job so that you'll know the number of different things the employee has to do. Estimate as accurately as you can the amount of time each task takes in an average day.

After you know what the job consists of, both in tasks and in time, you can determine the sort of person you need to hire. Make a list of the characteristics he or she has to have in order to do the job. For example, if you were looking for a person to prepare newspaper ads, the first requirement would be the ability to write copy. Then the person would need to understand ad layout principles, and so on. With clear-cut job descriptions, you can match a job applicant with certain job requirements to obtain a satisfactory and satisfied employee.

WORKSHEET FOR "PROCEDURES FOR EVALUATING EMPLOYEES

DIRECTIONS: Hand in answers to these questions on a separate sheet of paper.

1. When you evaluate an employee you compare their performance with what?
2. To do an accurate evaluation, you have what two things?
3. If a person comes in late several times, what recommendation was given?
4. What two recommendations were given concerning evaluating satisfactory employees?
5. What are four causes that contribute to making individuals problem employees?
6. What is job structure?
7. What may an employee do if they lack job structure?
8. What was one recommendation regarding how an incompatibility problem could be reduced?
9. What can happen if employees have inadequate supervision?
10. What is the difference between an emotionally immature and mature person?
11. What was the managerial solution suggested that could be developed to handle problem employees?
12. What are two types of information needed to develop clear-cut job specifications.
13. What should you determine after you have developed a job description before hiring an employee for the job?
14. What match needs to be made to obtain a satisfactory and satisfied employee?

Be prepared to discuss your evaluation forms at the next store meeting. A composite of the best ideas of the group will be used in evaluating future job performances.

Performance Evaluation of Store Personnel

Name of Employee _____

Job Title _____

	Below Average	Average	Above Average	Outstanding
Job Performance				
1. Knowledge of Job Duties				
2. Rate of Production				
3. Accuracy				
4. Adherence to Department Procedures				
5. Service to Customer				
6. Attendance				
7. Punctuality				
OVERALL				

COMMENTS:

Store Employee Evaluation

Name of Employee_____

Name of Manager_____

POINT SYSTEM: 4-Always, 3-Usually, 2-Sometimes, 1-Never

1.	Arives at work on time.	1. _____
2.	Makes good use of time while in store.	2. _____
3.	Knows operation of cash register.	3. _____
4.	Familiar with store rules and policies.	4. _____
5.	Easy and friendly to work with.	5. _____
6.	Knows merchandise and their prices.	6. _____
7.	Completes the work that he or she is expected to do.	7. _____
8.	Treats the customers properly.	8. _____
9.	Handles the store properly!	9. _____
10.	Attendance up to date.	10. _____
11.	Willingness to accept criticism.	11. _____
12.	Good attitude!!!	12. _____

SCORING:

40-35-A 34-30-B 29-25-C 24-20-D 19-Below-F

SCORE_____

COMMENTS:

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Performance Evaluation of Store Personnel

Name of Employee_____

Name of Manager_____

	Outstanding	Above Average	Average	Below Average
Personal Qualities Cooperation with Supervisor				
Cooperation with Co-Workers				
Sense of Responsibility				
Initiative				
Judgment				
Imagination				
Flexibility				
Grooming				
Character				
Honesty				
Attitude				
OVERALL				

MEMO

Subject: Customer Relations and Service

To: All Store Personnel

From: Store Manager

The majority of the time you will work with customers who are fun and easy to please. However, there may be an occasion where you must face a difficult customer or a customer complaint. Should this happen to you, keep your cool and remember the customer should be treated fairly.

If a customer complains of the quality of a food product, give him/her a new item of equal value. Take the unsatisfactory product from the customer and give it to your instructor so that he/she can in turn return it to the food wholesaler.

Other items may be exchanged if they are unused. Be very careful with clothing items as it is sometimes difficult to determine whether or not they have been worn. If you question the validity of a customer complaint, do not argue with him/her rather, ask your instructor for advice.

You will meet customers who have the following questions, complaints, or objections. On a separate sheet of paper, write out what you would do or say for each customer relations situation described on the following page.

Customer Relations Situations

What would you do and/or say in each situation?

1. I can buy this notebook downtown for less money.
2. Why can't we eat our candy in the store?
3. This ballpoint pen won't work. I only used it four days.
4. Those peanuts were stale. I'd like another package.
5. Do you order certain art drafting pens? My teacher said we need them for his/her class.
6. Why is the store only open between classes? I can't find time to shop here.
7. Why don't you sell food items during the noon hour?
8. Say, you gave me the wrong change for that item.
9. Why don't you handle athletic letter jackets in the store?
10. How come you can get course credit for working the store?

MEMO

Subject: Cash Register Operation

To: All Store Personnel

From: Store Manager

The electronic cash register is a very important machine in our store. It records and maintains necessary information regarding our sales volume, our merchandise, and our cash and/or credit transactions. We all must accurately and efficiently learn how to use the cash register. To assist you in mastering the operation of the register read the attached training reference materials. Since many electronic cash registers are similar in design and operation, you will be able to transfer your knowledge and skills to other types of electronic registers. If you are using a different cash register in your department, contact your instructor for the register training reference materials.

Complete answers to the Electronic Cash Register Question Worksheet on a separate piece of paper. Turn in your completed answers to the Operations and Finance Department Manager. This manager will check the accuracy of your answers.

Electronic Cash Register Worksheet

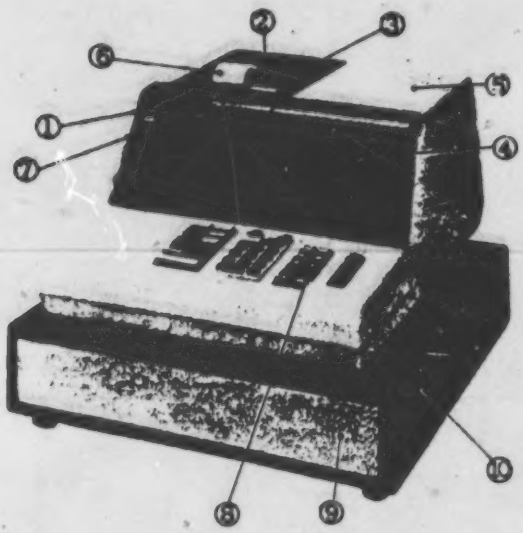
1. What is the name of the method recommended to use when operating the electronic cash register?
2. The index finger should use what register keys?
3. The middle finger should use what register keys?
4. The ring finger should use what register keys?
5. The little finger should use what register keys?
6. You should teach yourself to use the cash register without doing what?
7. What are the numeric keys used to register?
8. What is the function of the clerk identity keys? What will not happen when this key is depressed?
9. What is the function of the CL key?
10. What key must be depressed to multiply entries?
11. What process should be followed to record a customer refund?
12. What are two functions of the VOID key?
13. What steps should be followed to VOID a transaction?
14. What key is depressed to register the amount of a check tendered?
15. Name the parts of the cash register located on the exterior of the register.
16. List the procedure you would follow (identify keys, procedures, etc.) in recording a $5.95 cash sale of school supplies. Assume the customer gave you a $10 bill.

CASH REGISTER OPERATION

In our store we use an electronic cash register. It is a modern register much like that used in most business places today. Illustrated below is the keyboard for the ER-5500. Study the illustrations below. Become familiar with the many parts of the ER-5500 and their uses.

I. COMPOSITION OF THE ER-5500 ELECTRONIC CASH REGISTER

I – 1. NAMES OF THE PARTS



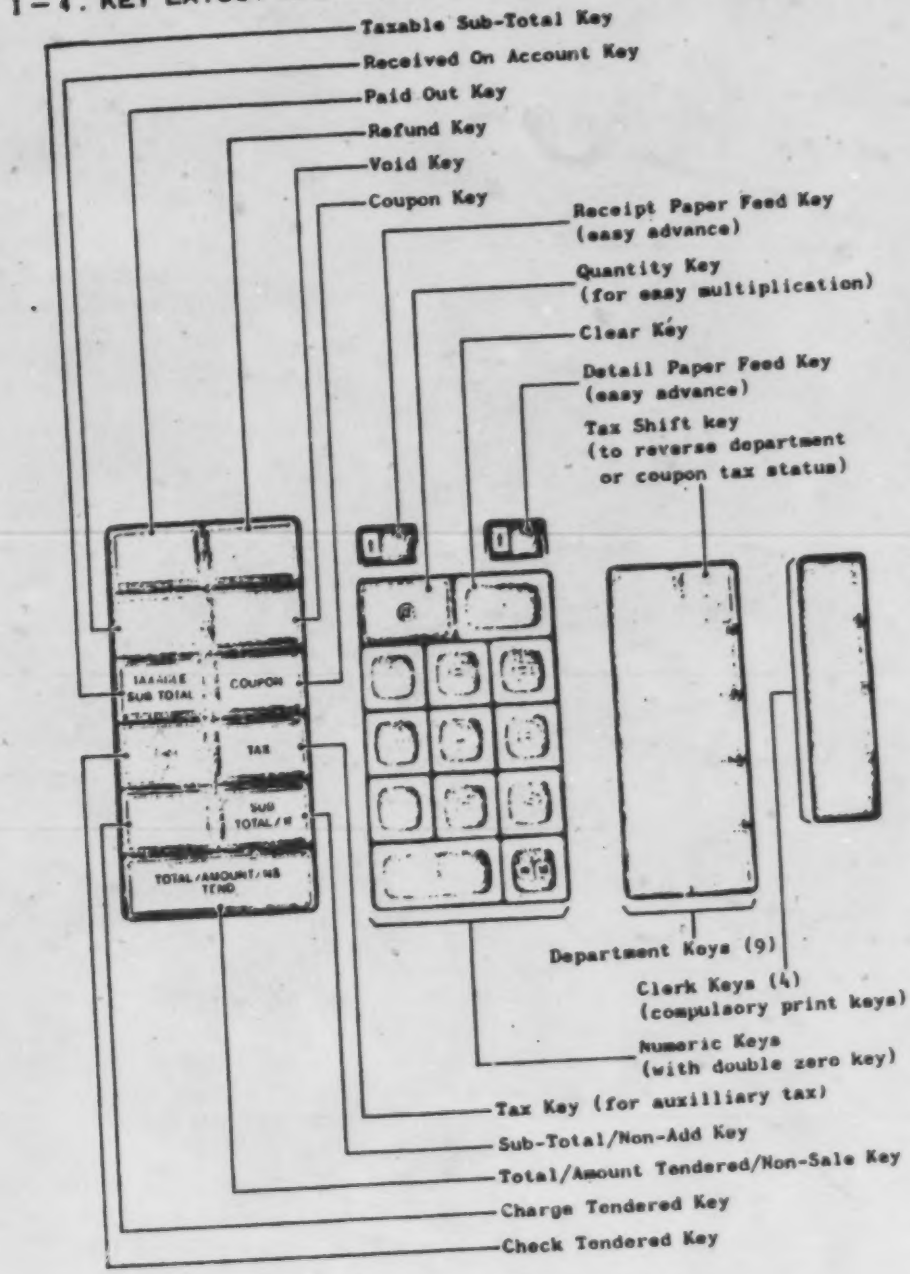
(1) Printer cover key lock
(2) Printer cover
(3) Detail tape check window
(4) Display panel
(5) Cabinet
(6) Receipt print out
(7) Mode control lock
(8) Key board
(9) Cash drawer
(10) Drawer open key lock

For efficiency as well as accuracy, learn to use the "Touch Method" when operating this register. It is much like typing in that you will work from a home row (4, 5, and 6) for each transaction. Use the:

INDEX FINGER:	1, 4, 7, and multiplier
MIDDLE FINGER:	2, 5, 8
RING FINGER:	00, 3, 6, 9, and clear
THUMB:	0
LITTLE FINGER:	Used for transaction keys

Teach yourself to use the cash register without watching the keys. You will become more efficient. It will take time and you may make some mistakes but be patient.

I – 4. KEY LAYOUT AND APPLICATIONS



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1) Numeric keys

Composed of eleven keys from [0] to [9] and [00]. They are used to input the price, quantity and other numbers. When the numeric keys are depressed the corresponding number will be exhibited on the display screen.

2) Department Keys

Nine keys are available from [1] to [9], they are used to specify the department of individual item of merchandise.

3) [TOTAL/AMOUNT TEND/NS (non sale)] key

1. For setting the date (PGM mode, X mode or Z mode).
2. For computation and registration of the total cash sales amount (REG mode).
3. For registration of the amount tendered in change calculation (REG mode).
4. For registration of the exchange of money (REG mode).
5. For resetting and reading of totals (Z mode and X mode respectively).

4) Clerk identity keys

There are four clerk identity keys, namely [A], [B], [D] and [E]. The register will not work unless any one of the keys is depressed. The specific key depressed will be printed out on the receipt and detail tape.

5) [CL] key

When a wrong number (such as price and quantity) has been indexed, this key is used to nullify (make zero) the mis-registration. At the same time the display screen will show "0". Also, it is used to cancel the numeric data and to release overflow.

6) [TAX SHIFT] key

It is used to change "taxable" over to "nontaxable" or vice versa when registering into each department or accepting coupons (coupon registration). As the [TAX SHIFT] key is depressed, the preset information is reversed. In addition, it is used as a partition between the irregular portions and the regular portion of the tax table in PGM mode.

7) [@] key

For registration by multiplication. This operation is as follows: the quantity is indexed, the [@] key is depressed, and the unit price is entered. In addition, it is used as a tax percentage key when setting the tax table in PGM mode.

8) [REFUND] key

Used in refund registration. Refunds are always netted from department or coupon. Therefore, the operation is as follows: the amount is entered, the [Refund] key is depressed, and then the pertinent department key or [COUPON] key is depressed.

9) [PAID OUT] key

By operating this key right after registering a certain amount, the paid-out amount will be registered.

10) [VOID] key

The [VOID] key has two functions in REG mode: one is for immediate correction in which the information registered just before is canceled. The other is for designated correction in which a particular item which has already been registered can be taken out of the transaction with all totals properly adjusted.

An immediate correction can be effected by depressing the [VOID] key right after a misregistration. A designated cor-

rection, on the other hand, will be made by entering the amount corresponding to a misregistration, depressing the VOID key, and then pushing the pertinent department key. Lastly, in PGM mode if the tax table was entered incorrectly, the table can be cleared by depressing the VOID key so that it can be reentered correctly.

11) R/A key

When the R/A key is utilized right after the entry of an amount, a "received on account" registration will be made.

12) COUPON key

For registration of coupons. Coupons are treated as discounts, that is, they are not accumulated into the cash total —— there is a separate totalizer for them.

13) TAXABLE SUBTOTAL key

This key is used for manual registration of a tax amount whose rate is special and not preset in the tax table. In this case, after finishing the registration, the TAXABLE SUBTOTAL key is depressed which is followed by the entry of the tax amount and operation of the TAX key.
It is also used as an finalization key for tax table setting in PGM mode.

14) TAX key

For manual registration of a tax amount this key is used with the TAXABLE SUBTOTAL key as explained above. Furthermore, when setting the tax table in PGM mode, it is used to establish the difference between the minimum tax break-point and maximum tax breakpoint, or to fix the tax rate.

15) CHECK TEND key

For registration of check amounts.

16) SUBTOTAL/# key

Used to compute a subtotal. When this key is depressed, tax amount is automatically calculated and indicate in the subtotal display. Equipped also with a function as non-add key. In the PGM mode, it is used to dump the set value and program the machine number in two digits. In the X mode, it is utilized to compute the cash in drawer.

17) CHARGE key

MEMO

Subject: Handling Sales Transactions and Making Change

To: Merchandising Personnel

From: Merchandising Manager

As a salesperson in our store, you are handling specific amounts of money each day. You are responsible for the safe handling of this money. You have the responsibility for accurate accounting and safe storage of all money. Your cash register is your friend when you use it properly. Read the following training reference and complete the exercise described at the conclusion of this reference.

RULES FOR MAKING CHANGE

On most registers, the completed order is totaled, and the amount is shown on the register. This is the final amount the customer owes. When the total is registered, the salesperson orally states it to the customer as, "Fifteen sixty-one is your total."

Not many customers are immediately ready to pay when the total amount is registered. There is nearly always a slight delay in getting either the cash or a check. Rather than wait, use that time to begin bagging or wrap the order or to get ready to check the next order. When the customer is ready to pay, state the total again and the amount given by the customer as, "That is fifteen sixty-one out of twenty dollars."

Each cash register is different, but the change drawer should never be opened until you are ready to make change. For the above example, you would place the twenty dollar bill or check on the change plate

above the register drawer. You make change by starting with the amount of the sale and counting up to the amount of the bill or check given by the customer.

Silently count to yourself, "Fifteen sixty-one, sixty-two, sixty-three, sixty-four, sixty-five, seventy-five, sixteen dollars, seventeen dollars, eighteen dollars, nineteen dollars, twenty dollars." You have taken four pennies, one dime, one quarter, and four one-dollar bills. This is the least amount of change you can give for this particular transaction.

Next, take the bill or check from the change plate, place it in its proper compartment in the change drawer, close the drawer, turn, and count orally the change to the customer in the same manner you counted it from the drawer. Repeat the amount of the sale and the amount given. Thank the customer, and hand him/her the register receipt or place it in the top of the bagged order.

Some registers show the amount of change automatically as a part of the registering process. In this case, you tell the customer, "Your change is"--showing him/her the amount on the receipt--then count it out to the customer. Other types of registers have an automatic change dispenser that gives the exact coins, then the cashier counts out the remaining bills.

In all cases, regardless of the equipment, you should observe these rules to make your job easier and more accurate:

1. Keep your change drawer closed and locked between all transactions.

2. Don't allow a buildup of bills and checks in your change drawer. When the compartments are beginning to build up with bills or checks underneath the change tray, take them to the cashier's or manager's window. Most stores have a state limit on change in the register drawer.

3. Buy change only from the manager or finance/operations department manager. Never make change out of your own pocket.

TRAINING EXERCISE:

I. Hand in answers to these questions on a separate piece of paper.

A. List in order the steps you should follow to accurately make change for a customer.

B. When should the change drawer be opened?

C. How often should you count out the change if your register does not have a change-maker?

D. Where should you place a customer's money while you are counting out the change?

E. What amount of change in terms of numbers of currency should you give a customer.

F. Between transactions, what should you do with the change drawer?

II. On the following Making Change Worksheet, complete the Change Returned Transactions using the least numbers of individual coins or currency possible.

Instructional Aids: Making Change

1. Complete the following table.

Amount of Sale	Money Received	Change Returned								
		1¢	5¢	10¢	25¢	50¢	$1	$5	$10	$20
$ 3.46	$10.00	4				1	1	1		
10.18	25.00									
1.07	1.50									
22.63	30.00									
.46	5.00									
5.72	20.00									
10.13	50.00									
3.24	5.00									
.17	20.00									
34.62	40.00									
7.18	20.00									
9.35	10.00									
11.42	15.00									
3.87	10.00									
4.99	20.00									
15.68	20.00									
.36	10.00									
24.03	25.00									
7.57	10.00									
4.72	10.00									
21.31	30.00									
2.92	10.00									

MEMO

Subject: Preventing Merchandise Shrinkage and Shoplifting

To: All Store Personnel

From: Store Manager

Our store profits can literally walk out of the store if we don't control merchandise shrinkage and shoplifting. Every employee in this store has to continually be on the lookout for any errors and thefts that could in the long run force our store to close. Study the following list of Effective Stockkeeping Practices which can reduce or prevent shrinkage and shoplifting.

- Handle merchandise carefully and with clean hands when demonstrating its use.

- Tactfully assist customers in handling stock and trying on garments so that merchandise will not be damaged.

- Cover textile merchandise at night to reduce damage from dust.

- Dust and clean stock and fixtures such as display cases before the store opens and during slack periods.

- Keep stock neatly arranged in its proper order.

- Return merchandise to its proper place after each transactions.

- Be sure price tags have not been switched.

Also study the following Customer Service Practices listed below:

1. Keep in mind that ordinary customers want attention while shoplifters do not. When busy with one customer, salespeople should

acknowledge other customers with a polite remark such as, "Ill be with you in a minute." While such attention can make a shoplifter feel uneasy, it pleases ordinary customers. Remember that shoplifting is more likely to occur during the busy, rush periods of the day or week.

2. Always give a receipt. If store rules require that you staple a customer's receipt to a bag or box, do so without fail. This prevents shoplifters from obtaining refunds and credits on stolen items.

3. Observe customers carrying unwrapped packages. Offer to wrap or bag the merchandise. This will not offend a true customer. It will, however, discourage a shoplifter.

3. Do not give the impression that you distrust customers, but always be alert to their movements. If possible, never turn your back on customers, even when seeking merchandise for them.

5. Be alert to people who wear loose coats, capes, or bulky dresses. Also, watch individuals who carry large purses, packages, umbrellas, and shopping bags. Those who push baby strollers and collapsible carts also bear watching.

6. In clothing departments, beware of the "try-on" shoplifters. They try on an item for size, as it were, and then, if they feel no one has seen them, walk out wearing the garment. Salespeople should keep a check on the number of garments carried into the fitting rooms. Thieves often try to sneak in extra garments, beyond the number permitted.

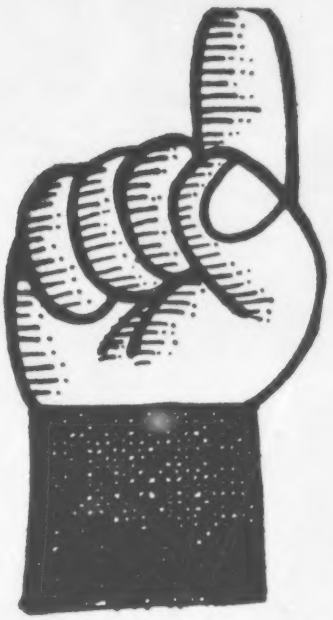
7. Be especially alerted for "teams"—thieves who pretend not to know each other. One of the team will attract the clerk's attention away from the partner. One team member will cause a fuss, ask unreasonable questions, create an argument, or even stage a fainting fit while

a partner picks up the merchandise and escapes.

8. Know your stock. Keep your stock in good condition. By paying attention to new stock and the orderly appearance of your displays, you can more readily detect missing stock. A messy department attracts shoplifters. Thieves will assume that the salespeople will not be able to miss the item in time to catch them before they leave the store.

Since shrinkage and shoplifting are such serious problems, your department will be shoplifted this week by a "customer" designated to do so by your instructor. It will be necessary for you to properly observe and apprehend this shoplifter. To do so in a proper manner so as not to be charged with false arrest, or to apprehend an innocent customer, thereby causing bad-will for the store, you are required in a departmental meeting to develop a list of observation and apprehension procedures (what you should do and say) to properly detain this shoplifter. Discuss your list with your department manager.

MEMO



Subject: Stockkeeping, Maintenance and Safety Practices

To: All Store Personnel

From: Store Manager

The following stockkeeping, maintenance, and safety rules were once posted on an employee bulletin board:

If you open it, close it.
If you move it, put it back.
If you turn it on, turn it off.
If you make a mess, clean it up.
If it belongs to someone else, get permission to use it.
If you use it, take care of it.
If you borrow it, return it.
If you break it, repair it.
If you don't know how to operate it, leave it alone.
If you can't fix it, call someone who can.

Using these rules as a starting point, develop a checklist of questions to ask regarding practices we should follow to keep our store and merchandise in order, clean, safe, attractive, maintained, etc. Example type question: "Are the floors clean and free from litter?" After you have completed your list of questions, compare your list with a list your store manager has which was developed for a retail store.

QUESTIONS TO ASK (Stockkeeping, Maintenance, Safety)

- Are the floors clean and free from litter?
- Are the garment racks neat and free from extra hangers?
- Are the aisles clear of carts, boxes, and merchandise?
- Are the counter tops neat and clean?
- Are the fitting rooms free of merchandise, hangers, and rubbish?
- Are the wrapping desks and checkout counters orderly, with quantities of supplies on hand?
- Are under-the-counter areas neat and free from personal belongings?
- Is trash removal supervised and spot-checked?
- Are free-standing displays and open displays neat, dust-free and orderly?
- Are the signs fresh and clean?
- Have any soiled or torn price tags been replaced?
- Are unused signs, sign holders, and display fixtures stored away and not left lying around?
- Is all the merchandise protected from sun damage?
- Are stock drawers closed when not in use?
- Is the paper cutter arm locked and in place when not in use?
- Are electrical cords located in traffic areas?

MEMO

Subject: Safety, Housekeeping, and Maintenance Policies and Procedures

To: All Store Personnel

From: Store Manager

Everyone in our store has an important role to play in terms of keeping the store, fixtures, equipment, and merchandise in a neat, clean, orderly, and safe manner. There are certain policies and procedures listed on the following page which everyone should know and follow. At our next store meeting you will be given a quiz on the store safety policies and fire alarm procedures. Study the sheet so that you can recall each point. Also, our housekeeping and maintenance are everyone's responsibilities. Bring to the store meeting a list to include a minimum of eight policies or procedures that you believe we should follow to improve the housekeeping and maintenance of our store.

STORE SAFETY

Safety for our customer and our employees is of utmost importance at the DECA Model/School Store. Please do your part to keep our store as free of hazards as possible.

1. Report all accidents that happen to you, a co-worker or a customer to your supervisor immediately.
2. In a case where help must be called in, do everything possible to make the victim comfortable while waiting.
3. Be aware of the location of the first aid kit in the store.
4. In the event of an emergency--KEEP COOL!!
5. Do not run extension cords in areas where people could trip over them.
6. Always secure the cutting arm of the paper cutter after use.
7. Keep all fixtures, storage, and floors clear of boxes, papers, garbage.

FIRE ALARMS--POLICIES AND PROCEDURES

In the event that the school should run a fire alarm while you are working:

1. See that all customers leave immediately and in an orderly fashion.
2. Close and lock the cash register.
3. Pull the plug on the cash register.
4. Turn off the lights.
5. Exit via designated fire exit.

MANAGEMENT DEPARTMENT

MEMO

Subject: Using Effective Training Methods

To: Store Manager and Department Managers

From: Store Owner

As a manager you will often need to be a "teacher". Your store and department employees will look to you for instruction or directions concerning how to perform a certain task or complete an assignment. By following a proven sequence of training steps you will be able to improve communications and help your employees learn. You will earn their confidence and respect according to the effectiveness of your teaching methods.

Read the Training Reference, Effective Training Methods, questions included within this reference. Completion of the questions as you read the materials should help you remember the steps of effective training. Keep these steps in mind as you train employees in the store during the year.

Effective Training Methods

Educators, psychologists and specialists in training have highly refined Job Instruction Training (called "J.I.T." for short) since the method was first used in World War II.

The overall strategy of training is this: Prepare the trainee for training; Break the task to be taught into a series of small steps. And then, follow this procedure for each step: Present the step to the trainee (tell and show what to do); Evaluate performance.

Even experienced trainers who make careful preparations for themselves often forget to prepare the trainee. Much time is wasted that way. There are four steps you should take in preparing the trainee:

1. Make the trainee comfortable in an undisturbed location.
2. Put the trainee at ease.
3. Orient the trainee - provide an overview of what he/she will learn and why.
4. Motivate the trainee to learn.

I. Making the Trainee Comfortable in a Quiet Location

Consider this case. An office manager hired a clerk to keep accounts and bill his/her customers. He sat her down at her desk, in the middle of a reception and secretarial area, and began teaching her the billing and accounting procedures. The man and the new clerk were interrupted on an average of once every five minutes by phone calls or by employees. At the end of her first day, the new employee was so thoroughly confused that she almost quit.

1. What was the problem? _____
2. How could it have been avoided? _____

_____

2. Putting the Trainee at Ease

Remember, most trainees are somewhat nervous and apprehensive at first. Either before, or at the time you get the trainee to the training environment, you should try to put him/her at ease.

Most people are tense and nervous when learning something new. Which approach listed below will help most to put them at ease and increase their learning?

a. Encourage them to make mistakes.
b. Emphasize the importance of doing things right the first time.
c. Encourage them to try to do it right, but explain that you will help correct any mistakes.

Which of the following statements would be most likely to put Bill at ease and help him learn a job?

a. Bill, you'll probably make a lot of mistakes at first, but you shouldn't let that bother you.
b. Bill, I realize you are not an expert yet and may make some mistakes at first. If you do, we'll go over them and get them right.
c. When I have explained every step and showed you exactly how to do it, you should be able to do it right yourself if you pay close attention.

Suppose you are about to train Bill on the preparation of a weekly report. Bill knows it must be turned in right. What would you say to put him at ease and still get his best effort?

3. Orienting the Trainee

After you have the trainee in a quiet location and have put him at ease, you orient him - that is, you should give him an overview of what he is going to learn and why (for what purpose). Then he knows what to expect. Criticize Tom's first training step.

Tom: First you take off the cover. Then you turn this handle and press this button to get it started. Then.... etc.

Fred: But what does the machine do?

4. Motivating the Trainee

Suppose Howard's system is more accurate and reliable than any other in determining how much to order. If you knew that, and knew why it was important, then would you put yourself out to learn his system?

One of the things you can do to ensure that your trainees really make an effort to learn is to motivate them - that is, to give them a good reason to make the effort. What would you say to motivate an employee concerning the importance of cash register accuracy?

To review, we have covered four steps you should follow in preparing the trainee for training. List them.

1. _____

2. _____

3. _____

4. _____

Suppose, now, that you are about to teach one of your employees how to operate the cash register. Describe in detail what you would do and write out what you would say to prepare him/her.

5. Presentation

When you have prepared the trainee, you are ready to begin the actual training. You already know that the task or tasks to be learned should be broken into smaller steps. In training you take each of these steps, one by one, present each one to the trainee, have him/her perform it, evaluate his/her performance, have him/her perform it again, etc. until he/she has mastered it. In this section you will learn to present an instructional step to the trainee by 1) Telling him/her what to do, 2) Showing him/her what to do, 3) Explaining why things are done in this way, 4) Reviewing.

The first part of the presentation of an instructional step is TELLING. You should tell the trainee the purpose of the step, and how to accomplish it.

First you TELL the trainee what to do. Then you SHOW him/her what to do. You should show him/her by actually doing the operations yourself. What would you do if you were showing the first step of changing tape on a cash register?

In presenting an instructional step, you first tell, then show. Then you explain. With complicated procedures a person often forgets exactly how to do something. But if he/she understands why it is done, he/she can often figure out what to do. You should keep your explanations simple, and confine them to those few which might be helpful.

In the last stage of the presentation after TELLING, SHOWING, and EXPLAINING, you should review by again showing the trainee how to perform the operation, stressing the key points. Assume that you are teaching changing a cash register tape. What would you do and say to review the key points of instruction?

MEMO

Subject: How Effective Management Decisions Can Be Made

To: Store Manager and Department Managers

From: Store Owner

As managers you will be faced with many decisions and s[illegible]times problems. Unless you follow a logical, objective, rational process in reaching decisions, your decisions may be illogical, subjective, or emotional. The following Training Reference entitled "How Effective Management Decisions Can Be Made" is must reading and study for all managers.

After you have studied this training reference, analyze the following case problem using the management decision-making steps. Write down your decision process on the "Decision-Making Process Worksheet."

HOW EFFECTIVE MANAGEMENT DECISIONS CAN BE MADE

When problems arise with merchandise, with data, or with people, supervisors must face them promptly and try to solve them as soon as possible. This means that they must make decisions. A decision-making process that many supervisors and other workers find helpful can be broken down into five steps: (1) identifying the problem, (2) getting the facts, (3) considering possible solutions, (4) selecting the best solution, and (5) trying out the planned solution. Experienced supervisors go through these steps automatically. As a result, they are able to solve problems quickly and efficiently.

The steps are explained below. Read them carefully, for you'll find that, regardless of your employment level, you'll be able to put them to use.

Step 1: Identifying the Problem

When they encounter a problem, supervisors ask themselves, "What is really the matter?" At this stage, they know it's important to distinguish between the symptoms (signs or indications) that have brought the problem to light and the cause of the problem itself. As an example of the difficulty of separating the symptoms from the causes, consider employee morale. Is unhappiness among a group of workers the real problem--or is the low morale a symptom of the cause of the problem, such as poor supervision or dissatisfaction with wages? To help separate symptoms and causes, supervisors ask questions such as, "How else might the problem be stated?" "What else might be involved?" "Are there similar problems elsewhere in the company?" "Is this a problem or a symptom?"

Timing is part of the job of defining a problem. So supervisors ask, "How soon does it have to be solved?" And they know that, while decisions shouldn't be hasty, failure to act in time may be as bad as not acting at all. So wise supervisors set a deadline--a time by which they must reach a decision.

Step 2: Gathering the Facts

Once supervisors have defined the problem, they gather all the facts related to it--not just those that will lead to the conclusion they hope to reach. They consult other people and study reference material. And then they check the facts they have gathered, because

the quality of their decision will depend on the accuracy of the facts collected. Supervisors must have complete information to reach a wise decision.

Step 3: Considering Possible Solutions

Most problems can be solved in more than one way. To reach the best decision, supervisors make sure that they know and consider all possible solutions. They jot down everything that comes to mind--even the things that at first glance seem irrelevant. And they study every possible alternative.

At this point, supervisors measure each possible decision in terms of its costs and its benefits. The benefits gained from a solution may be outweighed by its cost in time, money, or employee morale. Supervisors ask questions such as these about each possible solution: "Will it work?" "What will be the reaction of the parties involved?" "How will it affect customers?" "Does it relate to company policy?" "What will the probable consequences be?"

Step 4: Selecting the Best Solution

There are several dangers that supervisors try to avoid in selecting the best solution. They try to avoid assuming that because a particular solution solved a previous problem, it will work again. Perhaps it would if the circumstances were identical, but they rarely are. It's far safer to consider all possible solutions to the present problem than to rely entirely on past experience.

Supervisors also try to avoid assuming that it's better to make no decision at all than to take the chance of making a wrong one.

All decisions involve a certain amount of risk. Supervisors must have enough self-confidence to face the possibility that the decision may be a bad one.

Step 5: Trying Out the Planned Decision

Every decision requires an action plan that spells out who has to do what and when, why it must be done, and where everything will be done. The people expected to take the action must be willing and able to take it. Supervisors communicate their decisions to everyone involved. Also, they know that it's necessary to follow up at regular intervals to see if the correct decision was made and if it's being carried out as intended.

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MANAGEMENT CASE PROBLEM

The Model/School Store has been operating for approximately one month. The store manager and department managers are feeling more confident in their jobs and the store seems to be functionally well. One day one of the department managers suggests to the store manager that a new store-wide promotion should be held to clear out some overstock merchandise. The Store Manager says, "Great idea! I'll send out a memo to all employees informing them that they had better start working on a half-price day for all overstock merchandise."

One of the merchandising department employees reacts to his/her friends in this way, "Who's crazy idea was that. We've only been operating one month and the store manager wants a half-price sale. Heck, that's marking merchandise below our cost and it will reduce our profits. We had voted to use our store profits for a big store employee party. Besides, I thought this was our store where we could offer our ideas at the store meetings. Is this our store or just the teacher's pets, the managers? I don't know if I like being an employee, anyhow. How can I get in on some of the 'high-level' decisions around here?"

Analyze this problem and identify several solutions as well as the "best" solution. Use the Management Decision Worksheet to record your ideas.

ALE ENE

MANAGEMENT DECISION WORKSHEET

1. What is the true problem in this case? (What are the symptoms and causes of the problem? What factors, background, history, trends contributed to this problem?)

2. What facts apply to this problem? (What are sources of possible information? How reliable are these sources, people, etc.? Have other people been consulted?)

3. What are several possible solutions? (What are the pros and cons of each solution? Which solution is least appropriate, practical, most appropriate, practical? What will be the reactions of different parties to each solution?)

4. What is the best solution? (Why is it the best solution? Who supports this solution? How should this solution be presented to the individual and/or group? How will the enforcement, effectiveness of this solution be evaluated?)

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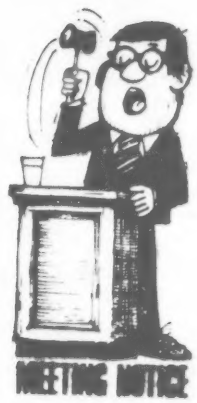
MEMO



Subject: Conducting Store Meetings

To: Store Manager/Department Managers

From: Store Owner

As a store manager or department manager you will be required to conduct periodic store or department meetings. The employees wish to obtain necessary planning and operational information as well as to contribute ideas, suggestions, ask questions, etc. A store meeting can be a well-organized means of communications or it can be a disorganized waste of everyone's time.

As a store manager you are required to plan an agenda for the store's first meeting. You will need to contact your department managers for their input to the meeting as well as the store owner. To prepare yourself for this meeting the training reference "Conducting Store Meetings" will give you excellent suggestions to keep your meeting interesting and productive. Remember that your role as the meeting discussion leader is to involve all personnel in discussing and reaching agreement (voting) on various activities, projects, policies, procedures, etc. Hand in a written agenda to the store owner which includes topics, persons to report on topics, and a proposed time schedule for items on the agenda.

"Conducting Store Meetings"

Informational

The purpose of the informational store meeting is to present certain information and facts. It is important that the meeting have a goal, an agenda had been prepared, there is some type of time limit on speakers, and that the manager follow proper procedures so that the meeting is run smoothly. These meetings are helpful in making the employee feel involved and aware of the company's or store's progress.

Discussional

To obtain ideas and opinions and to get suggestions for problem-solving are the goals of the discussional store meeting. This type of meeting is beneficial because it encourages participation of members. It also helps members reach their own decisions by stimulating and encouraging all members to participate. This process is a good morale builder for the employees and employers. Employees mentally and physically involved will develop a feeling of self-confidence and self-importance.

It is important to realize that proper communication throughout any organization is essential to that organization's success. Making all employees aware of the policies, opportunities for advancement and training, projects, and upcoming activities of the store is a very important element in keeping morale high.

Some important elements in a successful meeting are: keep meeting moving toward a stated goal, know when to summarize one point

and move to another, know when to divide meetings into smaller groups, stay close to agenda but allow flexibility and encourage all members to participate. Refer to the following agenda format when planning your store meeting.

The Agenda or Order of Business

1. Call to Order

   "The store meeting will now come to order."

2. Read Summary of Last Meeting's Agenda and Business
3. Reports of Departmental Activities
4. Unfinished Business

   "We come now to unfinished business. Is there any unfinished business to come before the meeting?"

5. New Business

   "Is there any new business to come before the meeting?"

6. Discussion of Upcoming Store Activities, Projects, Important Dates, etc.
7. Adjournment

MEMO

Subject: Interviewing an Applicant for a Job Position in the Store

To: Store and Department Managers

From: Store Owner

Congratulations! You have just been selected for a managerial position. You are to be complimented for your initiative and effective job interviewing. You now have an important responsibility in terms of interviewing your fellow students for specific positions within your departments. You should be prepared to treat these students with courtesy, fairness, and friendliness.

To prepare yourself for this interview process you are requested to read the attached training reference entitled "Questioning Techniques for Job Interviews" and "The Placement Interview" for principles to keep in mind as you interview your prospective employees. Also, hand in for review with the store owner a list of questions that you would ask each job applicant. Review the store application blank for possible questions.

QUESTIONING TECHNIQUES FOR JOB INTERVIEWS

1. Questions should be asked one at a time. It is an unusual applicant who is not confused if a number of questions are put to him/her at once. It is an equally unusual interviewer who experiences no difficulty in isolating the answer to each question from the overall reply to the several asked.

2. It is just as inadvisable to ask too many questions as too few. While an optimum number cannot be prescribed, it is possible to indicate certain warning signals. If the applicant becomes unduly confused and gives hard to understand answers, the error may be on the side of too many questions. If the interviewer finds himself or herself doing all the talking, the fault may lie in the other direction.

3. The range of questions should be "...wide enough to bring out behavior indicative of each of the characteristics to be appraised."

4. It is usually desirable to start with questions least likely to produce a withdrawing reaction. If a favorable atmosphere is created at the outset, the applicant reacts with less resistance to any "touchy" questions subsequently put to him or her.

5. Questions requiring an unqualified "yes" or "no" answer may be responsible for the loss of valuable data which might emerge were the applicant permitted to enlarge upon the answer.

6. Questions which almost invariable evoke the same response from all applicants--for example, "Do you like what you have heard of this store?" should be eliminated.

7. The use of "trick" questions should be approached with great caution. There appears to be little excuse for them if their purpose is merely to trap the candidate. Their use may be justified in some situations if the responses have been found genuinely helpful in differentiating between candidates.

8. The interviewer's understanding of answers should, if necessary, be checked by such means as repeating the statement in his or her own words, stating it in relation to other facts, or asking the applicant to restate the answer.

9. The meanings of answers should be interpreted as they are received, particularly as these relate "...to the conclusions or action anticipated at the close of the interview."

10. Each answer given by the applicant may contain significant leads to other important questions and should be examined by the interviewer from this viewpoint.

11. Questions designed to return the discussion to a given topic should not be too obvious or injected too abruptly so as to interrupt the applicant.

"The Placement Interview"

During the placement interview, all available data should be in the hands of the interviewer. The regular application blank with the results of all tests, together with the applicant's previous work record, should enable the interviewer to go immediately into the important parts of the interview.

The first requirements of a satisfactory final interview is an atmosphere of friendliness. The applicant desires to sell his or her services, and the store is interested in securing these services either in the immediate present or at some future data. The interviewer desires to sell the store's policies to the applicant. The fundamental desire should be to establish a continuing relationship that will be mutually advantageous. This can be attained only if each party is honest with the other.

The interviewer appraises the applicant in the light not only of the tests but also of other data on the application blank. The friendly interview is designed to bring out attitudes, experiences, interests, capacities, and other personal facts that are not so easily made a matter of record. The interviewer must rate the applicant in comparison with the mental ideal of the person with whom he/she desired to fill a given vacancy.

If, during the final interview, it is desired to employ the applicant, it is highly important to give him or her full information regarding the job.

Common errors in employment interviewing are:

1. Interviewers have difficulty in establishing rapport with the applicants.
2. Interviewers do not have a clearly defined technique developed but tend to flounder, looking for a clue or opening.
3. Questions are not carefully planned to draw from the applicant freely and fully the desired information.
4. Many interviewers do too much of the talking in an attempt to put the applicant at ease.
5. Many interviewers lack skill in bringing the interview to a close.

MEMO

Subject: Human Relations Start with "You," the Manager

To: Store Manager and Department Managers

From: Store Owner

If you get the chance some time, try tape recording your conversations. You might be amazed to hear how often the word "I" is used. In order to make and keep friends, try using the word "I" less frequently and use "we" or "you" more often. Your choice and use of words is a good starting place for improving human relations. So keep the following list in mind to help you do just that.

- The six most important words: "I admit I made a mistake."
- The five most important words: "You did a good job."
- The four most important words: "What is your opinion?"
- The three most important words: "If you please."
- The two most important words: "Thank you."
- The one most important word: "We."
- The least important word: "I."

Here is another way you become aware of or sensitive to others. Get into the habit of making the other person instead of yourself the center of conversation. To assess your sensitivity to others, ask yourself the following 14 questions and see if you are pleased with your honest answers.

- Do I show an interest in my customers, friends, coworkers, and employees?

- Do I have respect for the feelings of others?

- Do I have an understanding attitude toward people?

- Do I praise work that is well done, regardless of who did it?

- Do I find it easy to talk with people?

- Do I make promises sparingly and keep them faithfully?

- Do I try to make new friends?

- Do I keep an open mind on debatable questions and discuss but not argue?

- Am I willing to listen to ideas and suggestions?

- Am I dependable and loyal?

- Do I avoid repeating unkind remarks I have heard about others.

- Do I avoid criticizing just for the sake of being critical?

- Do I avoid making exaggerated statements just to gain attention?

- Do I avoid judging people merely by their appearance?

If you're really concerned and thoughtful regarding other people, you'll probably find your dealings with others to be generally pleasant. However, if you find yourself trying to cope with an unpleasant person, remember that "telling that person off" won't improve matters. People who are moody, cranky, or troublesome cannot be changed overnight.

Throughout your retailing career, you'll probably have to deal with customers who seem almost impossible to get along with. Their thoughts, actions, and emotions may sometimes leave you baffled, especially when their behavior is very different from your own. In such situations, don't be too quick to judge. No two people are alike in their thoughts and emotions because no two people are molded by exactly the same experiences. This fact causes difficulties that can

lead to many misunderstandings. When you find yourself at odds with your manager or employees, try to understand them and learn as much as possible about their points of view.

TRAINING EXERCISE

Schedule a meeting with just the department managers of the store. Share the main points of the above memo with them. Ask them to discuss any human relations problems they have had with their employees. Have them identify one human relations problems they have had in relation to the store. Have them list as a group specific ways, techniques, courses of action, each manager could follow, do, improve to prevent, reduce or eliminate the human relations problems in their department. Hold this meeting in private (Instructor's office) and keep the results of this meeting confidential.

MEMO

Subject: Handling Annoyances and Grievances in the Store

To: Store Manager and Department Managers

From: Store Owner

Whenever a group of people work together there are often different ideas and differences and sometimes annoyances and grievances. The Model/School Store mirrors real-life working situations like those just described. As a store manager and employee you will need to effectively identify and resolve unnecessary annoyances and grievances.

To give you information and procedures to follow when handling any such problems in your department or in the school store in general the following case problem is presented for your analysis. Review the Training References, "Handling Grievances" and "Grievances" to give you practical techniques to handle these problems. Discuss the case problem with your department personnel. Hand in a written summary to the Store Manager of your department's discussion of each one of the case problem's questions.

Courtesy Pays!

Handling Annoyances and Grievances

1. The manager's responsibility in handling annoyances and grievances:

   To have a sympathetic understanding of the problem.
   To prevent, as well as to cure, the situation.

2. Definition of annoyances and grievances:

   "An annoyance is a condition that causes employee irritation. While frequently insignificant in itself, if overlooked or repeated, an annoyance may become a grievance."

   "A grievance is the cause of a feeling of injustice being done. It is more serious than an annoyance and much more difficult to handle."

3. Classifications of annoyances and grievances:

Personalities	Hours
Upholding of regulations	Physical equipment
Distribution of work	Competition
Store policies	Treatment to others
Compensation	Treatment by others

4. Facts a manager should realize about the development of annoyances and grievances:

   Methods of expression
   Tendency to camouflage
   Contagious nature of reactions to annoyances and grievances

5. Points to remember in explaining changes:

   Explain changes, in advance, of their being put into effect.
   Explain reasons for changes.
   Explain how employees can meet changes.

Handling Grievances

1. How to Prevent Development of a Grievance

   Spot causes for complaint
   Get rid of irritations
   Anticipate needs
   Explain changes to be put into effect
   Provide channel for expression of opinion

2. Listen to a Grievance

   Take time to listen
   Listen with an open mind
   Listen with interest and attention
   Listen without interrupting
   Listen to all sides

3. Look at Problem Objectively

   Get all facts and opinions
   Evaluate information obtained
   Consider solutions in light of effect on individuals, department, and organization
   Allow individuals to make decision, if possible
   Get help in making decision, if necessary

4. Stop the Grievance

   Present situation to individual or group
   Arrive at, or get acceptance of decision
   Make sure everyone knows each side has received full consideration
   Put decision into effect promptly
   Take further action, if situation is not cleared up

Annovances and Grievances Store Case Problem

A salesperson, Mary Scott, in our Model/School Store was negligent in handling stock and keeping it in order. The department manager had mentioned this to the salesperson on several occasions and had shown how the stock should have been kept. The manager scolded her and had told her she would not get a good evaluation rating until the stock was kept in order. She said she was tired of handling stock and didn't see why she had to do that job.

Other people in the department who shared the salesperson's responsibility in keeping the department orderly were becoming dissatisfied with the salesperson's failure to carry a fair load. The department manager doesn't want to lose the salesperson but realizes that the matter can't be allowed to continue this way.

DIRECTIONS: Assume you are the department manager. How would you handle this matter? What are the alternatives? How could this problem be prevented in your department? What annoyance or grievance has occurred in your department or within the store? How can this problem be prevented or resolved?

MEMO

Subject: Grand Opening Project

To: Store Manager and Department Managers

From: Store Owner

During the past weeks we have been getting oriented to our various jobs within the store. Even though we have been selling merchandise to customers, we still haven't had our official store "Grand Opening."

Our Grand Opening is designed to show off our store, merchandise, and personnel in the best possible light. It is a way of informing the faculty, our program advisory committee, school and city officials, our on-the-job training program employers, the media such as newspapers, radio, and television, and fellow students in the school concerning what our store is and can do for everyone.

Our task is to develop a Grand Opening Plan which will be submitted for all store personnel to review and approve at our next store meeting. Complete the Grand Opening Planning Worksheet on the following page. Involve all members of the Promotion Department when developing this plan.

!GRAND OPENING!

GRAND OPENING PLANNING WORKSHEETS

1. Theme of the grand opening.

2. Dates of the grand opening.

3. Special merchandise or services to be featured (how much should be ordered to arrive when?).

4. Displays to be built (merchandise and themes of each).

   a. Windows

   b. Interior displays

5. Signs needed--type and number.
   (Include copy and layout on a separate sheet of paper)

6. Sales promotions, features, drawings, etc. to attract customers into the store.

7. Copy of announcements to be delivered over school P.A. system. (Person(s) to deliver announcements).

8. School, employer, advisory committee, faculty to be invited to the grand opening (Who will contact, welcome, introduce at what day and time?)

9. Community media to invite for news coverage. (Who to invite? Who will invite? When will the media visit store?

10. School news story to be written for school paper. (Who writes and edits?)

11. Store photographer of grand opening events? (Who? What budget for film/developing pictures?)

12. Other important planning responsibilities, deadlines, etc.

13. Who in the Promotion Department will explain the grand opening to the other store employees at the store meeting?

MEMO

Subject: Rearrangement of the Store Layout

To: Store Manager and Department Managers

From: Store Owner

Every so often your parents may rearrange the furniture in your home to give it a new look, to vary the appearance, to make the home more interesting and attractive. The same concept applies to a new store. Our regular customers and sales personnel alike grow tired of the same old appearance.

As a store-wide project affecting all departments, we will be arranging the store fixtures, display and sales areas, location of cash registers, display areas, etc. To prepare us for this project, we will all need to review basic principles of effective store layout. Study the Training Reference entitled "Layout Principles." Complete the following Layout Principles Worksheet. Then submit a scale proportioned sketch of what you consider would be an attractive, rearranged store layout. Identify locations of merchandise departments, cash register(s), window displays, interior displays, store offices, promotion department work areas, merchandise receiving area, storage areas, entrances and exits, special equipment or fixtures, etc. Be prepared to discuss your plan at the next store meeting. Also, review the Checklist for Interior Layout and Design, Training Reference.

LAYOUT PRINCIPLES

The arrangement of the store's equipment, fixtures, and furnishings is known as the store layout. It has an important influence on sales activities, since it shows where activities are handled and where equipment, fixtures, and furnishings are located. The development of an efficient layout has always been a challenging task. But in some newer stores it's considerably more challenging because of the trend toward smaller stores and reduced nonselling areas.

There are a few more trends in store layout that are receiving increased attention. The first is the evaluation of the store in terms of sales per square foot. Another is the trend toward the use of more aisle impact in presenting goods. And the third is the improvement of store layout and service accommodations for customers with special needs.

Here are a few general rules of store layout that may increase sales per square foot:

- Concentrate stock in the smallest space possible without giving it a crowded appearance.

- Use arrangements that encourage as much self-service as the store and merchandise will allow.

- Place related items within a department and related departments within the store near each other to encourage suggestion selling.

- Put impulse goods near entrances and aisles where traffic is highest. Put convenience goods, which customers buy frequently, near high-traffic locations. Put shopping goods, which the customer usually wants to examine carefully, away from entrances and major traffic aisles.

CHECKLIST FOR INTERIOR LAYOUT AND DISPLAY

1. Is your store layout adequate?
   a. Are your fixtures low enough and signs so placed that the customer can get a bird's-eye view of the store and tell in what direction to go for wanted goods?
   b. Do your aisle and counter arrangements stimulate a circular traffic flow?
   c. Do your fixtures (and their arrangement), signs, lettering, and colors all create a coordinated and unified effect?
   d. Before any supplier's fixtures are accepted, do you make sure they conform in color and design to what you have?
   e. Do you limit the use of hanging signs to department identification and sales?
   f. Are your counters and aisle tables overcrowded with merchandise?
   g. Are your ledges and cashier-wrapping stations kept free of boxes, unneeded wrapping materials, personal effects, and odds and ends?
   h. Do you keep trash bins out of sight?

2. What is your merchandise emphasis?
   a. Do your signs referring to specific goods tell the customer something significant about them, rather than simply naming the products and their prices?
   b. For your advertised goods, do you have some prominent signs, including flyers at the entrances, to inform and guide customers to their exact location?

c. Do you prominently display both advertised and nonadvertised specials at the ends of counters as well as at the point of sale?

d. Are both your national and private brands highlighted in your arrangement and window display?

e. In the case of apparel and home furnishings, do the items that reflect your store's fashion sense or fashion leadership get special display attention?

f. In locating merchandise in your store, do you always consider the productivity of space--vertical as well as horizontal?

g. Is your self-service merchandise arranged to attract and assist customers?

   (1) Is each category grouped under a spearate sign?

   (2) Is the merchandise in each category arranged according to its most significant characteristic--whether color, style, size, or price?

   (3) In apparel categories, is the merchandise arranged by price lines or zones to assist the customer to make a selection quickly?

   (4) Is horizontal space usually devoted to different items and styles within a category (vertical space being used for different sizes--smallest at the top, largest at the bottom)?

   (5) Are impulse items interspersed with demand items?

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*Adapted from Wendell O. Metcalf, Starting and Managing a Small Business of Your Own (Washington, D.C.: Small Business Administration, 1973).

LAYOUT PRINCIPLES WORKSHEET

1. The arrangement of the store's _____, _____, and _____ is known as the store layout.
2. One trend of store layout is to evaluate stores in terms of sales per _____.
3. You should concentrate stock in the _____ space possible without giving it a _____ appearance.
4. Use arrangements that encourage as much _____ as possible.
5. Place _____ items with a department.
6. Place related _____ within the store near each other to encourage _____ selling.
7. Put _____ goods near _____ and _____ aisles.
8. Put convenience goods near _____ locations.
9. Put shopping goods away from _____ and high-traffic _____.
10. Shopping goods are goods which the customer wishes to _____ carefully.
11. Signs should be placed so that customers get a _____ view of the store and can tell in what _____ to go for wanted goods.
12. Aisles and counter arrangements should stimulate a _____ traffic flow.
13. Fixtures, signs, lettering, and colors should create a _____ and _____ effect.
14. Counters and aisle tables should not be _____ with merchandise.
15. For advertised goods, you should have prominent _____ at the _____ to guide customers to their exact location.

16. Apparel and fashion goods should reflect your store's _____ sense or image.

17. Each category of self-service merchandise should be grouped under a _____ sign.

18. Merchandise in each category should be arranged according to its most significant _____, whether _____, _____, _____ or _____.

19. The largest sizes should be placed at the _____ of horizontal displays.

20. The smallest size should be placed at the _____ of horizontal displays.

21. Impulse items should be mixed or _____ with _____ items.

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LAYOUT PRINCIPLES WORKSHEET

1. The arrangement of the store's equipment, fixtures, and furnishings is known as the store layout.
2. One trend of store layout is to evaluate stores in terms of sales per square foot.
3. You should concentrate stock in the smallest space possible without giving it a crowded appearance.
4. Use arrangements that encourage as much self-service as possible.
5. Place related items with a department.
6. Place related departments within the store near each other to encourage suggestion selling.
7. Put impulse goods near entrances and high traffic aisles.
8. Put convenience goods near high-traffic locations.
9. Put shopping goods away from entrance and high-traffic aisles.
10. Shopping goods are goods which the customer wishes to examine carefully.
11. Signs should be placed so that customers get a bird's eye view of the store and can tell in what direction to go for wanted goods.
12. Aisles and counter arrangements should stimulate a circular traffic flow.
13. Fixtures, signs, lettering, and colors should create a coordinated and unified effect.
14. Counters and aisle tables should not be overcrowded with merchandise.
15. For advertised goods, you should have prominent signs at the entrances to guide customers to their exact location.

16. Apparel and fashion goods should reflect your store's fashion sense or image.

17. Each category of self-service merchandise should be grouped under a separate sign.

18. Merchandise in each category should be arranged according to its most significant characteristics, whether color, style, size, or price.

19. The largest sizes should be placed at the bottom of horizontal dispalys.

20. The smallest size should be placed at the top of horizontal displays.

21. Impulse items should be mixed or interspersed with demand items.

MEMO

Subject: Daily/Weekly Memo Activities Developed by Store Managers Department Managers
To: Store Manager/Department Managers

From: Store Owner

The Model/School Store should operate like a realistic store whenever possible. Your instructor will provide you various oral directions or written memos which will require that you make certain plans, delegate responsibilities, complete specific tasks, and evaluate results.

As a store manager or department manager you will want to provide realistic learning experiences for your departments and/or employees. One way to generate these activities is to write an activity/project memo identifying a specific store problem, event, activity. In this memo you can describe certain background information, reasons, needed references, equipment or materials needed, expected completion deadlines, marketing data or forms necessary, etc. to make the activity/assignment more realistic.

The following memo is an example of the type memo a store manager could write the department managers. The department managers in turn who need to plan how the memo activity/project could be completed, what department meeting information is necessary, what materials, forms, references, etc. are necessary, and what tasks department employees would be responsible to complete.

After you have reviewed this sample memo, write up the following four memos:

1. A memo describing a store project which should be completed by all the departments and personnel in the store.
2. A separate memo which would direct the accomplishment of an activity/project by just the:
   a. Merchandising Department
   b. Promotion Department
   c. Operations and Finance Department

SAMPLE MANAGER MEMO

Subject: Special Halloween Sales Promotion

To: All Department Managers

From: Store Manager

In a month our store Halloween Sale will be here. Each department manager should identify with their department personnel the necessary tasks their department should complete for this sale. The Merchandising Department should identify the Halloween merchandise to order, the necessary orders to place, and the sales training required for sales employees. This department should be prepared to explain our Halloween merchandising at our next store meeting. Coordination should be accomplished with the Promotion Department. This department should plan the advertising campaign for this sale. Necessary newspaper ads, displays, and other promotions should be prepared and presented at our store meeting. Operations and finance needs to coordinate all necessary records, orders, and forms completion activities with the merchandising department. A budget for this promotion should be prepared for review at our store meeting.

The department managers of all departments are requested to meet with the store manager to obtain additional needed information prior to discussing this promotion with your employees.

Add your own . . .

Learning Activities

1. Set up groups for a week--each person becomes manager of group.
2. Videotape students in an interview situation.
3. Analyze computer print-outs in regard to sales.
4. Use an evaluation form for student managers to evaluate peers.
5. Develop student work schedules.
6. Allow students to make management decisions.
7. Discuss encouraging morale among employees.
8. Develop a professional development plan for managers.
9. Develop manager training plans.
10. Allow managers to train new students.
11. Role play an employee/employer situation.
12. Discuss/brainstorm a security situation.
13. Develop a survey which researches personality traits most managers must possess.
14. Assign one student to act as supervisor over other students during one class period to see that jobs are being carried out properly.
15. Conduct discussion groups on "what would you do if..."
    a. There was a break-in?
    b. There was a hold up?
    C. There was a shoplifter?

Add your own . . .

Store Ideas

1. Allow students to delegate and assign duties and be held accountable for performance.

2. Design management job descriptions.

3. Design a new store layout at the beginning of the year or when appropriate.

4. Allow managers to lead inventory teams.

5. Set sales targets/goals.

6. Supervise special promotions.

7. Design plans for promotion, achievements, recognition of employees.

8. Delegate responsibilities within group (rotating periodically).

MERCHANDISING DEPARTMENT

MEMO

Subject: Sales Training-- Greeting the Customer and Opening the Sale

To: Merchandising Department Personnel

From: Merchandise Manager

A customer is not a cold statistic but a flesh-and-blood human being with feelings and emotions like our own.

A customer is a person who brings us needs and wants--it is our job to fill those needs and wants.

A customer does us a favor when calling on us--we are doing our customer a favor.

A customer is not an interruption of our work but the purpose of it.

A customer deserves the most courteous and attentive treatment we can give.

A customer is part of our business--not an outsider.

A customer is the most important person in any business.

If our store is to be successful, the above Basic Beliefs About Selling will aid us in better serving our customers. Greeting the customer in a friendly, positive, helpful manner is very important. There are several types of effective sales openers which can be used. These include:

Question Opener--Asking the customer an interesting question is an excellent device for gaining attention because most people automatically answer a question out of habit or courtesy. However, the question should be worded so that the customer can answer yes.

The successful question opener should imply within the question itself the benefits that the customer can expect to gain from purchasing the product.

Curiosity Opener--If the salesperson can arouse the curiosity of the customer, chances are that the customer will want to hear more about the product. Thus the salesperson should attempt to find an opener that will appeal to the customer's curiosity.

Special-Interest Opener--Every customer has a strong personal interest in his/her home, health, income, job, and hobbies. By referring to the customer's interest, the salesperson is likely to win favorable attention.

Exhibit Opener--Models, samples, charts, and, of course, the product itself attract the attention of the customer because they catch his

Merchandise Opener--A salesperson may begin a sale by making a remark about the merchandise itself. This type of opener is used most often in retail selling. When a salesperson notices a customer examining merchandise, he/she should make a remark about the merchandise rather than interrupt the customer with a personal greeting. In this way, the salesperson keeps the customer's mind on the merchandise.

Selecting a specific item of merchandise we handle in our store, prepare two or three statements, questions, descriptions, etc. which you could say for each of the following sales openers. Complete your statements on the following Sales Greeting/Opener Worksheet.

SALES GREETING/OPENING WORKSHEET

Type of Greeting/Opener	Type of Merchandise	Questions, Statements, Descriptions, etc. to Use
1. Question		
2. Curiosity		
3. Special Interest		
4. Exhibit		
5. Merchandise		

MEMO

Subject: Determining Customer Wants & Needs

To: Merchandising Personnel

From: Merchandise Manager

After we have effectively greeted our customers and opened the sales we must determine our customer's wants and needs. Thus determination is necessary so that we can suggest, demonstrate, recommend the best types of merchandise. We are somewhat like a doctor who must first diagnose the patient before the proper treatment can be prescribed.

Read the following list of effective methods of determining a customer's needs.

An effective method of determining a customer's needs is to ask questions. The salesperson will find the following rules helpful.

1. Look the customer in the eye. This will draw attention directly to you.

2. Avoid the use of "I". Use "you" instead. For example, say "Wouldn't you like to see how our new product can save time?" rather than "I know these widgets will save time."

3. Do not interrupt a customer when he/she is talking by asking a question. Wait until he/she has finished his/her statement, pause, and then ask your question.

4. Avoid asking questions that prompt a simple yes or no answer. The purpose of asking the customer questions is to get him/her to talk. For example, the salesperson should ask, "What colors of shirts appeal

to you?" rather than "Do you like blue shirts?"

5. Make your questions brief. Short, to-the-point questions are more easily understood by the prospect.

Determining a customer's needs during the approach is particularly important to the salesperson since he/she usually does not know anything about the customer before they meet. Therefore, the salesperson should listen carefully to the customer's opening remarks for clues about his/her needs and what merchandise will fill those needs.

But if a customer does not readily indicate what is wanted, then the salesperson must use ingenuity. For example, observe the customer's clothes, actions, and attitudes. Questions can be asked concerning the intended use of the merchandise.

Select 10 products handled in our store. Write out 10 different types of questions that you could ask a customer concerning these products to assist you in better determining their wants and needs. Complete the following worksheet for this project.

DETERMINING CUSTOMER WANTS AND NEEDS WORKSHEET

Type of Merchandise	Questions to Ask
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

MEMO

Subject: Analyzing Product Features & Benefits

To: Merchandising Personnel

From: Merchandising Manager

Since we sell a variety of different kinds of merchandise in our store it is necessary that we understand the features (what the merchandise is or has) and the benefits (what the merchandise will do for the customer) of each merchandise item.

Product analysis is based on consumer needs and wants. The logical way to analyze a product is to answer the questions that customers might consciously or unconsciously ask themselves during the buying process. This approach to product analysis provides a framework that is helpful to all types of retail workers, from beginning sales and stock workers to top management. It consists of the following nine basic questions. These questions may be organized into an analysis checklist that can be modified to fit a particular product or group of products.

1. Is the product primarily a convenience good, a shopping good, or a specialty good?

2. Who uses the product? (consumer characteristics)

   a. Age, sex, marital status
   b. Approximate income level
   c. Occupational, social, and cultural background
   d. Fashion-consciousness
   3. Other consumer characteristics

3. What do consumers want from the product? (satisfactions or needs)

   a. Appearance

b. Comfort
c. Distinctiveness
d. Economy
e. Prestige
f. Protection
g. Seasonability
h. Security
i. Sentiment
j. Suitability
k. Trade name
l. Other satisfactions

4. How does the product satisfy user needs and wants? (advantages and disadvantages)

a. Regular uses
b. Advantages of each use
c. Special or unusual uses
d. Relationship of use to other merchandise
e. Objections to the product
f. Disadvantages or limitations of the product
g. Other advantages

5. Why does the product satisfy consumers' needs? (proofs)

a. Materials and methods used in manufacturing
b. Quality of workmanship and construction
c. Special features, processes, and finishes
d. History of the product
e. Availability of replacements
f. Guarantee or warrantee
g. Other proofs

6. How much should be spent for the product? (price)

a. Savings from product use
b. Potential value compared with other products
c. Saving through cash purchase
d. Cost of upkeep or maintenance
e. Competitors' prices
f. Payment arrangements
g. Market-price behavior
h. Other price factors

7. Where should the product be purchased? (source)

a. Company policy on customer satisfaction
b. Customer services
c. Quality of personal selling
d. Other source factors

8. When should the product be purchased? (time)

   a. Time(s) when the product is available or in season
   b. Stage of the fashion cycle
   c. Duration of sale or reduced price
   d. Anticipated price change
   e. Time required for delivery
   f. Dates of related holidays and relevant events
   g. Other time factors

9. How should the product be used, cared for, or maintained? (use)

   a. How to assemble the item
   b. Regular uses or applications
   c. Special uses or applications
   d. Other products with which the product may be used
   e. Product care and maintenance
   f. Availability of repair service
   g. Other use and care factors

Select one of the more expensive items of merchandise that we carry in our store and identify a minimum of six features and benefits related to this item of merchandise. Use the questions previously studied as a guide in identifying these features and benefits. Complete your product feature-benefit analysis on the following worksheet.

WHAT TO KNOW ABOUT MERCHANDISE

A thorough knowledge of the merchandise is necessary to that the salesperson may answer questions that are asked about the merchandise. One of the best ways for a salesperson to prepare to give service to the customer is to obtain information concerning the kind, quality, cost, and source of materials used in the manufacture of his product. These factors affect the price, wearing, quality, apperance, uses, and the care of an article. For example, the fact that a certain piece of clothing is made of cotton, wool, rayon, nylon, orlon, dacron, silk or a combination of two or more of these has a decided effect upon the care that should be given the article in cleaning. It also has a definite influence upon the wearing quality, appearance, and price. A knowledge of the processes used in manufacturing an article should be valuable to a salesperson. Knowing that certain products are "handmade" and others are "not touched by human hands" is important information.

Different items of information about the same product may appeal to different persons. For instance, a safety feature on a washing machine will appeal to both the wife and the husband. Simplicity of operation or some novelty feature may appeal to the wife. Sturdiness of construction will appeal to the husband. In order to find out the various features of a product, a successful salesperson should study the product as well as competing products and should always be prepared to show why a product is worth the price that is being asked for it.

FEATURE-BENEFIT ANALYSIS WORKSHEET

Type of Merchandise_____

Feature (What Merchandise Has or Is)	Benefit (What Product Will Do for the Customer
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

MEMO

Subject: Explaining and Demonstrating Merchandise

To: Merchandising Personnel

From: Merchandising Manager

Explaining and demonstrating the merchandise can be summarized as a 4-step process. This process involves:

1. Choosing the right merchandise to present
2. Demonstrating the merchandise
3. Involving the customer in the demonstration
4. Emphasizing customer benefits.

When determining what merchandise to show first, experienced salespeople use the following guidelines:

If a customer asks for a particular style, color, price, model or brand, show it immediately.

If the customer expresses no preference, inquire about the intended use and show what you think would be appropriate for that use.

If the customer gives no clue concerning price, show the medium price line first.

When in doubt, show advertised or very popular articles first.

How Much to Show

The following suggestions from experienced salespeople will help you to decide how much merchandise to show:

Show enough merchandise to allow the customer a reasonable choice. When selling goods such as shoes, show several styles.

Indicate that you are interested in your customer's buying problem and that you are willing to show all suitable merchandise, but avoid overwhelming the customer with stock.

If you display and describe your merchandise effectively, you will not need to show every item you have in stock. Try to avoid unnecessary steps in getting more merchandise from stock.

Whenever possible, show your customers how the merchandise will look when used. Show a towel folded over a towel bar, a rug spread out on the floor, or a bedspread on a bed. Put records on stereos, sew on a sewing machine, and turn on lamps. These activities help customers to see how the product will solve their buying problems. Showing the product in use is an art too. It is one that merits practice because a poor demonstration often spoils a sale.

When you make your sales presentation, use simple, accurate language at all times. Avoid slang because it makes a poor impression on customers and sometimes fails to convey meaning. Also, avoid words like "nice," "pretty," "fine," and "wonderful," which have very little meaning. Try to use stimulating adjectives and phrases that carry conviction. How much more effective it is to say, "See how smoothly this jacket fits across the shoulders," than to say, "It's a nice fit."

You can communicate with gestures as well as with your voice. Use your hands, arms, and face to express enthusiasm and to get and keep the customer's interest. Sincere enthusiasm is contagious. Hands play an important role in communication. They emphasize the spoken word, communicate your feelings, and direct the customer's attention to the product.

Customers usually like to participate in the sales presentation. Participation allows the customer to "experience" the product. Also, participation can change a customer's interest in a product into a desire for it. How customers act and what they say while participating will enable you to understand their needs and wants better. It will also help you determine the stage of the buying process the customer has reached. To involve customers, encourage them to talk and to participate physically by examining or demonstrating the product, using as many of the five senses as appropriate.

On the following Explaining and Demonstrating Merchandise Worksheet, describe how you would explain five items of merchandise handled in our store. Describe what you could say and do to effectively accomplish the four-step process of salesmanship listed at the beginning of this memo.

EXPLAINING AND DEMONSTRATING MERCHANDISE WORKSHEET

Product Selected	Sales Narration to Explain and Demonstrate the Product
1.	
2.	
3.	
4.	
5.	

MEMO

Subject: Answering Customer Questions/Objections

To: All Merchandising Personnel

From: Merchandise Manager

Our customers naturally will ask questions and occasionally will raise objections regarding certain merchandise or features of merchandise. As a salesperson we should welcome questions and objections by making such statements as "Thank you for calling that to my attention," or "I'm glad you mentioned that point," or "I can understand how you may feel."

So that we can tactfully answer such questions, you are requested to read a chapter on answering questions and objections in one of your sales textbooks available from your instructor. Select a higher priced item handled by the store and answer the following questions on the Questions/Objections Worksheet.

QUESTIONS/OBJECTIONS WORKSHEET

Name of Product

Objection or Question	Possible Answers
1. The price is too high.	
2. I can buy this item cheaper at _____.	
3. Why is this product a good buy?	
4. What is the best feature of this product?	
5. I think I'll shop around first.	
6. This item wasn't quite what I had in mind.	
7. I've never heard of this brand name before.	
8. Why should I buy at the school store when I can shop downtown?	

MEMO

Subject: Checking and Registering Sales Transactions

To: Merchandising Personnel

From: Merchandise Manager

Checking and registering sales transactions accurately and efficiently is an important responsibility in our store. To assist you in understanding correct procedures to accomplish this responsibility, you are directed to read the following training reference, Checking and Registering Sales Transactions. After you have read this reference write out answers to the following questions on a separate sheet of paper:

1. What are the first two tasks to complete when you are beginning checking and registering sales transactions?
2. If you are the first one using the register during the day, what should be set?
3. What are 6 types of keys that are on most cash registers?
4. What are the 3 common register errors?
5. What is a very poor practice to compensate for errors? Why?
6. What are two erroneous results of this compensation?
7. What should you do to double-check an illegible price marking?
8. What is the purpose of an aliquot table?
9. If a customer asks you a question while checking, what should you do?
10. What should you do if a customer questions a price?
11. What should you do if customers are wrong about a certain price?
12. After you have completed registering an order, what are two things you can do to improve good will?

TRAINING REFERENCE

CHECKING AND REGISTERING SALES TRANSACTIONS

Your cash register stand is a small piece of property, but it contains much equipment, supplies, and merchandise. It is your workspace, so you want it to reflect the kind of housekeeper you are. First, clean the counter top, and make sure the equipment is working properly. Every register checkstand should be equipped with a clean towel daily to keep counter tops and equipment free of dirt and soil. The towel should be hung underneath the checkstand and used frequently during the day. It is best to clean the checkstand counter between each customer, but it is not possible when traffic is heavy. A towel, however, can be used after every third or fourth order is checked just to give it a quick cleaning. If cloth towels are not used, get a roll of paper towels and keep them handy.

Second, prepare the register for operation. If you are the first one using the register during the day, set the day date. You are now ready to start the day and to receive your first customer.

CHECK ACCURATELY

Your first concern is to check each order accurately. Most registers in use today have department keys, tax keys, refund keys, as well as total, subtotal, amount tendered, and change keys. It is your job to register accurately each item in the correct department, record the right amount, and determine if the item is taxable or not. You have many different types of accounting to perform as a checker. The job requires both skill and concentration.

CORRECT ERRORS IMMEDIATELY

Every human makes errors. There is no such thing as the perfect checker. However, an error can be corrected to cancel its effect. All errors that are detected should be corrected immediately to make them right. There are three types of common register errors--(1) ringing the wrong amount on an item, (2) ringing an item in the wrong department, and (3) failing to register an item that is checked. When a mistake is made, the checker should stop then and correct it on the auditing tape and on the customer's receipt.

Sometimes errors that are made are compensated for by mentally adjusting the balance. This is very poor practice and only compounds the original error. For example, suppose a checker misrings an item in one department. He may be tempted to register the next item in the wrong

department to compensate for the preceding error. Or suppose he/she under-rings an item by two cents, then compensates by over-ringing the next item by two cents. This throws all the accounting off and gives the customer an inaccurate register receipt, even though the total amount may be correct. Another consideration that the checker may be overlooking is that he/she could be adding unnecessarily to taxable items when he does not correct an over-ring or under-ring.

DOUBLE-CHECK ALL ILLEGIBLE PRICES

Never guess at an illegible price or one that does not show up on an item. Also, you have a duty to check on prices that seem wrong. If no one is available to double-check a price, close the register drawer, excuse yourself to the customer, and go check the price yourself.

CHECK MULTIPLE-PRICED ITEMS CAREFULLY

Many checkers have problems with multiple-priced items, such as 3/25¢, 5/88¢, or 7/$1.00. The problem comes when the customer buys less than the full multiple. Checkers have trouble mentally dividing and charging the right amount for less-than-multiple purchases. Lacking a chart, you may want to learn the table of aliquot (pronounced al-ah-KWAT) parts of a dollar. Aliquot means fractional. If an item is priced at 8 for $1.00, you will know that one is 12½¢ or 13¢; 2 for 25¢; 3 for 38¢; 4 for 50¢; and so on. The same price breakdown applies if the price is 8 for 99¢. You can also use the aliquot table for multiples on the half-dollar. For example, 3 for 49¢ is the same as 6 for 99¢ or 6 for $1.00--that is, a single item is 16 2/3¢ or 17¢.

CHECK AND MOVE

Checkers make registering errors when they visually check item by item. It is too easy to overlook an item or to ring it up twice.

MAINTAIN YOUR CONCENTRATION

You cannot be accurate in your checking and register work if you try to carry on a conversation or you have many interruptions. Concentration is the key to accuracy. If the customer asks you a question while you are checking, you should not ignore the question. Stop, answer the question, and then continue your checking. The problem comes from trying to answer the question without pausing in your checking and registering.

HANDLE PROBLEMS THAT ARISE

Many times a customer will question a price you are charging for an item. You may have made an error, or the customer may be in error. However, there is a proper procedure for handling this situation. Never argue about a price or rudely answer the question. Above all, do not ignore the customer's question.

First, double-check to make sure you registered the price you think the item should have been. You could have called out one price and registered another. Second, if the customer thinks the price on the shelf stated something different from what you charged, stop and double-check with your supervisor.

Customers can be wrong, too. But you must handle them tactfully and never argue. When this situation arises, explain to the customer that the item is not on special this week, if that is the problem. It is usually best to hand him or her your store's ad, and several copies should be kept in the checkstand for this purpose. Ask her/him if she/he would like to return the item. In most cases, the customer will not. Customers react to you and your attitude. If you are pleasant and courteous, the customer will usually react positively.

SUGGEST OTHER ITEMS

When you have completely registered the order, ask the customer if he/she found everything she or he needed. If you are promoting a special in the front end or having a sales contest, you will want to call these specials to the customer's attention.

Remember that checking requires the personal touch!

IMPORTANT ALIQUOT PARTS OF $1 (Including Multiples of Aliquot Parts)																	
Halves	Amount	50¢															
	Part of $1	$\frac{1}{2}$															
Thirds	Amount	$33\frac{1}{3}$¢	$66\frac{2}{3}$¢														
	Part of $1	$\frac{1}{3}$	$\frac{2}{3}$														
Fourths	Amount	25¢	50¢	75¢													
	Part of $1	$\frac{1}{4}$	$\frac{2}{4}$ $(\frac{1}{2})$	$\frac{3}{4}$													
Fifths	Amount	20¢	40¢	60¢	80¢												
	Part of $1	$\frac{1}{5}$	$\frac{2}{5}$	$\frac{3}{5}$	$\frac{4}{5}$												
Sixths	Amount	$16\frac{2}{3}$¢	$33\frac{1}{3}$¢	50¢	$66\frac{2}{3}$¢	$83\frac{1}{3}$¢											
	Part of $1	$\frac{1}{6}$	$\frac{2}{6}$ $(\frac{1}{3})$	$\frac{3}{6}$ $(\frac{1}{2})$	$\frac{4}{6}$ $(\frac{2}{3})$	$\frac{5}{6}$											
Eighths	Amount	$12\frac{1}{2}$¢	25¢	$37\frac{1}{2}$¢	50¢	$62\frac{1}{2}$¢	75¢	$87\frac{1}{2}$¢									
	Part of $1	$\frac{1}{8}$	$\frac{2}{8}$ $(\frac{1}{4})$	$\frac{3}{8}$	$\frac{4}{8}$ $(\frac{1}{2})$	$\frac{5}{8}$	$\frac{6}{8}$ $(\frac{3}{4})$	$\frac{7}{8}$									
Tenths	Amount	10¢	20¢	30¢	40¢	50¢	60¢	70¢	80¢	90¢							
	Part of $1	$\frac{1}{10}$	$\frac{2}{10}$ $(\frac{1}{5})$	$\frac{3}{10}$	$\frac{4}{10}$ $(\frac{2}{5})$	$\frac{5}{10}$ $(\frac{1}{2})$	$\frac{6}{10}$ $(\frac{3}{5})$	$\frac{7}{10}$	$\frac{8}{10}$ $(\frac{4}{5})$	$\frac{9}{10}$							
Twelfths	Amount	$8\frac{1}{3}$¢	$16\frac{2}{3}$¢	25¢	$33\frac{1}{3}$¢	$41\frac{2}{3}$¢	50¢	$58\frac{1}{3}$¢	$66\frac{2}{3}$¢	75¢	$83\frac{1}{3}$¢	$91\frac{2}{3}$¢					
	Part of $1	$\frac{1}{12}$	$\frac{2}{12}$ $(\frac{1}{6})$	$\frac{3}{12}$ $(\frac{1}{4})$	$\frac{4}{12}$ $(\frac{1}{3})$	$\frac{5}{12}$	$\frac{6}{12}$ $(\frac{1}{2})$	$\frac{7}{12}$	$\frac{8}{12}$ $(\frac{2}{3})$	$\frac{9}{12}$ $(\frac{3}{4})$	$\frac{10}{12}$ $(\frac{5}{6})$	$\frac{11}{12}$					
Sixteenths	Amount	$6\frac{1}{4}$¢	$12\frac{1}{2}$¢	$18\frac{3}{4}$¢	25¢	$31\frac{1}{4}$¢	$37\frac{1}{2}$¢	$43\frac{3}{4}$¢	50¢	$56\frac{1}{4}$¢	$62\frac{1}{2}$¢	$68\frac{3}{4}$¢	75¢	$81\frac{1}{4}$¢	$87\frac{1}{2}$¢	$93\frac{3}{4}$¢	
	Part of $1	$\frac{1}{16}$	$\frac{2}{16}$ $(\frac{1}{8})$	$\frac{3}{16}$	$\frac{4}{16}$ $(\frac{1}{4})$	$\frac{5}{16}$	$\frac{6}{16}$ $(\frac{3}{8})$	$\frac{7}{16}$	$\frac{8}{16}$ $(\frac{1}{2})$	$\frac{9}{16}$	$\frac{10}{16}$ $(\frac{5}{8})$	$\frac{11}{16}$	$\frac{12}{16}$ $(\frac{3}{4})$	$\frac{13}{16}$	$\frac{14}{16}$ $(\frac{7}{8})$	$\frac{15}{16}$	

Figure 1. Aliquot parts of a dollar

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MEMO

Subject: Recording Sales Checks

To: Merchandise Personnel

From: Merchandise Manager

In addition to recording sales transactions on the cash register, many stores use a written sales check for certain types of merchandise. Often this type of merchandise is a more expensive item for which the store manager, buyer, or accounting office wants more detailed records kept. On the following page you will see one type of sales check with the entries described on the right hand side of the sales check. Also, review the Sales Check Information Training Reference.

For this training exercise, complete this sales check for the following sales transaction: (Be sure to check accuracy and neatness of your entries.)

1. Sales transaction date - August 1, 1982
2. John L. Jenkins - Customer
3. Address - 22 Lindon Avenue, Apt. 14, Jamestown, North Dakota 56712
4. Cash sale
5. Sold by yourself
6. Your department
7. 15 items
8. DECA T-shirts, sizes 6 medium, 9 large
9. $4.00 each
10. Tax - 3% sales tax

What should be the correct total sale?

SALES CHECK INFORMATION

Date - To record the date that the sale is made.

Sold to - To show who the sale was made to.

Address - To record the mailing address of the customer.

Sold by - To record the name or number of the clerk that made the sale.

C.O.D. - To show if the sale was made on a collect on delivery basis.

Charge - To show if the sale was made on a charge basis.

Cash - To show if the sale was made on a cash basis.

Description - To record what type of merchandise is being sold.

Unit Price - To record the price that one piece of merchandise is selling for.

QT or Quantity - To show how many pieces of merchandise are being sold.

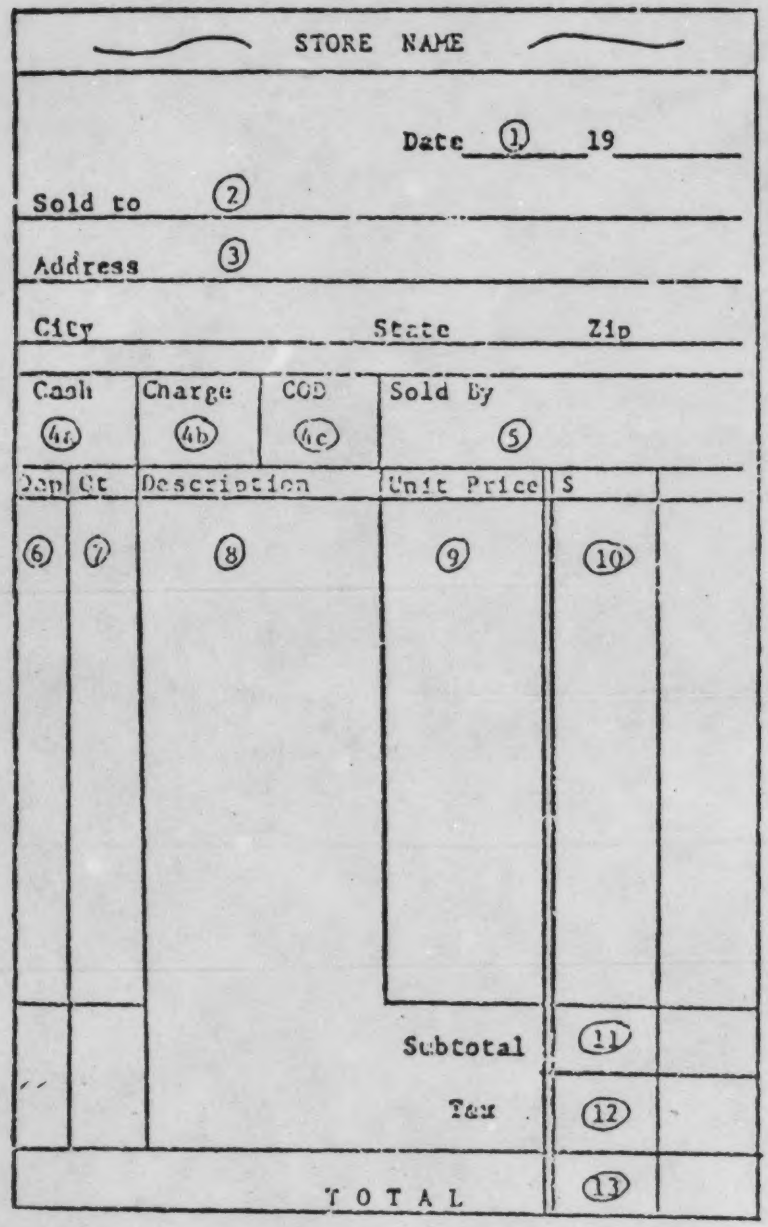
Extension - To show a total sales price for a given number of individual items. It is found by quantity times unit price.

Department - To show that area of the store the merchandise came from.

Subtotal - To record the total selling price of all merchandise purchased.

Tax - To record the tax that must be added to the selling price.

Total - To record the total amount that the customer must pay.



1. Current date
2. Customer's name
3. Customer's address
4. Type of Sales
   a. cash
   b. charge
   c. C.O.D.
5. Sold by
6. Department
7. Quantity
8. Merchandise Description
9. Unit selling price
10. Extension
11. Subtotal
12. Tax
13. Total

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MEMO

Subject: Closing Out the Register

To: Merchandising Personnel

From: Merchandise Manager

Every day we must close out the cash register. This means that we must total up all of the coins and currency present in the register at the end of the day. Also, we must correct the cash register tape total. We do this by counting up the total cash in the drawer. The bank or main office deposit made during the day must be added to the total cash in the drawer to obtain the total cash handled for the day. The Cash Register Tape total is read from the register total. Voids, such as errors, over or under rings, cancellations of transactions, etc. now must be subtracted from the cash register total to correct the cash register tape total. If the tape total is greater than the total cash handled, a cash shortage exists. We have an overage of cash if the reverse is true. We now record the corrected cash register tape total from line 6 as our last entry on this form. Our corrected cash register tape should equal our total cash handled amount (line 3) which indicates that we have accounted for all cash and voids.

Let's try this problem to help us better understand this process. Use the Cashier's Report Form to work out the problem.

Pennies	85 each
Nickels	15 each
Dimes	20 each
Quarters	12 each

Halves	6 each
Silver Dollars	2 each
Paper Bills	10 each $1 bills, 3 $5 bills, 4 $10 bills
Total Cash in Drawer	$76.60
Bank or Office Deposit	$75.00
Cash Register Tape Total	$160.00
Voids	$ 8.00

1. Were we over or short cash? How much?

2. What should the corrected Cash Register Tape total be?

Check your answer with your Merchandise Manager or Instructor.

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CLOSING OUT THE REGISTER

CASHIER'S REPORT

Pennies....._____

Nickels....._____

Dimes....._____

Quarters....._____

Halves....._____

Silver Dollars....._____

Paper Bills....._____

1. Total Cash in Drawer _____
2. Plus Bank or Office Deposit _____
3. Total Cash Handled _____
4. Cash Register Tape Total _____
5. Less Voids _____
6. Corrected Cash Register Tape Total (Line 5 from Line 4) _____
7. Cash Short (If Line 6 is greater than Line 3) _____
8. Cash Over (If Line 3 is greater than Line 6) _____
9. Corrected Cash Register Tape Total (From Line 6) _____

Cashier's Name_____

Date_____

CLOSING OUT THE REGISTER

CASHIER'S REPORT

Pennies	.85
Nickels	.75
Dimes	2.00
Quarters	3.00
Halves	3.00
Silver Dollars	2.00
Paper Bills	65.00

1. Total Cash in Drawer	$ 76.60
2. Plus Bank or Office Deposit	75.00
3. Total Cash Handled	151.60
4. Cash Register Tape Total	160.00
5. Less Voids	8.00
6. Corrected Cash Register Tape Total (Line 5 from Line 4)	152.00
7. Cash Short (If Line 6 is greater than Line 3)	- .40
8. Cash Over (If Line 3 is greater than Line 6)	
9. Corrected Cash Register Tape Total (From Line 6)	152.00

Cashier's Name _____

Date _____

MEMO

Subject: Cashier's Diary

To: Merchandising Personnel (Cashiers)

From: Merchandising Manager

The Cashier's Diary is used to record the date, time in, time out, and the amount in drawer when the cashier comes on and goes off duty.

This prevents shortages and overages. It also pinpoints basically the time and the cashier's name when the shortage or overage occurred.

On the following page, a section of a Cashier's Diary is shown. The cashier first places the current date in the space provided, then logs in the time at which duties are begun. The cashier counts the drawer before going on duty to check any shortages or overages from the last cashier, and places that amount in the space provided. The amounts should coincide with that of the last cashier on duty; however, there might be times when a shortage or overage may show.

Finally, after completing the cashier's duty, the person checks the time "out" and the amount of money in the drawer.

The Hourly Register Checkout and Hourly Sales and Cash Out Record can be used where different cashiers (salespersons) are responsible for cash register operations during, for example, certain class periods.

HOURLY REGISTER CHECKOUT

BUS. DAY

HOUR					HOUR
ACC CASHOUT					ACC CASHOUT
CHECKS					CHECKS
DOLLAR BILLS					DOLLAR BILLS
25¢					25¢
10¢					10¢
5¢					5¢
1¢					1¢
TOTAL CASH					TOTAL CASH
SUB STARTING FUND					SUB STARTING FUND
NET CASH					NET CASH
X KEY READING					X KEY READING
SUB OVER RING					SUB OVER RING
NET READING					NET READING
DIFF BETWEEN NET CASH & READ					DIFF BETWEEN NET CASH & READ
CASHIER'S NAME MGR'S NAME					CASHIER'S NAME MGR'S NAME

HOURLY SALES & CASH OUT RECORD

DATE _____

HOUR CASHIER SALES # ____ TO ____		SALES # ____ TO ____	
END READ			
BEG. READ			
DIFF.			
–O.R.			
NET			
DEP			
COMB. NET _____			

HOUR CASHIER SALES # ____ TO ____		SALES # ____ TO ____	
END READ			
BEG. READ			
DIFF.			
–O.R.			
NET			
DEP			
COMB. NET _____			

HOUR CASHIER SALES # ____ TO ____		SALES # ____ TO ____	
END			
BEG.			
DIFF.			
–O.R.			
NET			
DEP			
COMB. NET _____			

HOUR CASHIER SALES # ____ TO ____		SALES # ____ TO ____	
END			
BEG.			
DIFF.			
–O.R.			
NET			
DEP			
COMB. NET _____			

HOUR CASHIER SALES # ____ TO ____		SALES # ____ TO ____	
END			
BEG			
DIFF.			
–O.R.			
NET			
DEP			
COMB. NET _____			

HOUR CASHIER SALES # ____ TO ____		SALES # ____ TO ____	
END			
BEG.			
DIFF.			
–O.R.			
NET			
DEP			
COMB. NET _____			

CASH OUT

HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL

CASH OUT

HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL

TOTAL CASH OUT

$

OVER RINGS & REFUNDS

HOUR & TIME	NAME	AMT.

OVER RINGS & REFUNDS

HOUR & TIME	NAME	AMT.

The Cashier's Diary is used to record the date, time in, time out, and the amount in drawer when the cashier comes on and goes off duty.

This prevents shortages and overages. It also pinpoints basically the time and the cashier's name when the shortage or overage occurred.

On the following page, a section of a Cashier's Diary is shown. The cashier first places the current date in the space provided, then logs in the time at which duties are begun. The cashier counts the drawer before going on duty to check any shortages or overages from the last cashier, and places that amount in the space provided. The amounts should coincide with that of the last cashier on duty; however, there might be times when a shortage or overage may show.

Finally, after completing the cashier's duty, the person checks the time "out" and amount of money in the drawer.

DATE	NAME	TIME		AMOUNT IN THE DRAWER		CASH	
		IN	OUT	ON DUTY	OFF DUTY	OVER	SHORT
17/73	Cindi Rokey	11:00	1:30	$30.63	$43.75	--	--
17/73	John Doe	1:30	3:30	$40.75	$65.50	--	$3.00
						154	
	153						

MEMO

Subject: Understanding and Using Price Tickets

To: Merchandise Personnel

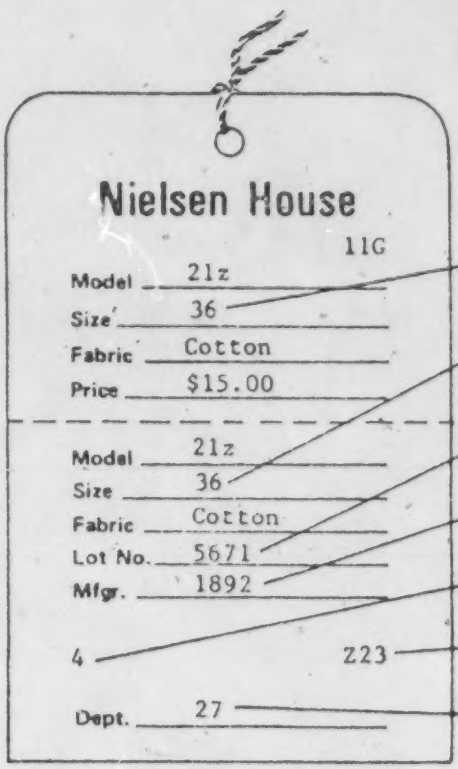
From: Merchandise Manager

Price tickets provide valuable information for not only the customers but also the store personnel. They must be accurately completed or serious errors in physical inventories and our inventory control records will occur.

Study the informational items included on the following sample price ticket. Notice that this ticket is perforated in the center which allows the salesperson to tear off the top half of the ticket for the customer. The bottom half of the ticket is kept by the department and used as a source of valuable merchandising information. Notice the different information on the lower half of the ticket. This additional information gives the buyer or manager needed data so that ordering or buying decisions can be better made.

Obtain copies of the pricing tickets used in your store. Consult with your merchandising manager or instructor regarding what information should be included on our store's pricing tickets. We need to get our merchandise ticketed so that we can begin selling the items to our customers.

What Price Tickets Tell



Size

Stock Number

Manufacturer

Season

Cost Code

Department

MEMO

Subject: Using Price Codes

To: Merchandise Department Personnel

From: Merchandise Manager

In our store we need to use price codes to provide necessary information to our buyers, managers, and salespersons. In this exercise, read the following information regarding marking and using price codes. Then complete the attaching coding exercise so that you can use this code on our store price tickets.

MARKING AND CODING

The amount and kinds of information marked on tags vary from store to store. Merchandise is marked for a number of reasons. In some businesses, the marking of merchandise gives vital information to management concerning inventory and margin of profit. From information on the price tag the buyer or department head can determine to what extent a price reduction or markdown can be made. The marking of merchandise gives the salesperson information necessary in writing out sales slips. The information on the sales slips helps later on in auditing and verifying sales slips and adjusting for allowances and returns.

Whether the marking is done by hand or by machine, it should be neat, legible, permanent, and not cause damage to the merchandise. There are a variety of marking devices that may be used, including grease pencils, ink stamps, tickets, tags, gummed labels, and bin and shelf tags.

Some marketers place a cost code on their merchandise in order to facilitate valuing inventory at cost and to assist in determining the marked selling prices. Cost codes can be made by various means. A simple code is one which uses each letter in a ten-letter word to stand for a number--one through nine, including zero. In a code of this kind, there must be no letters repeated. Sometimes an extra but different letter is added as a repeater. The following code word is a good example:

The following is another sample of a coding system:

E - 1	K - 6
B - 2	R - 7
J - 3	O - 8
A - 4	Y - 9
C - 5	D - 0

S - Repeat (S is used when a number is repeated.)

No decimal places or fractions are used in coding. The coded cost is usually printed above or near the selling price on the price tag.

One way of constructing a date code is to use four numbers; the first and fourth are added together to determine the number of the month the merchandise was received. The second and third digits indicate the date. For example, June 6th would be written 3063 or 2064 or 1065, etc. Notice that the first and fourth numbers all add to six because June is the sixth month. The two middle numbers did not change, because 06 is the only way this code permits us to indicate the sixth day of the month.

To illustrate this coding system, suppose an item of merchandise was received July 21, its cost was 59¢, and its selling price is 98¢. The price tag would be marked:

3214 (3 plus 4 equals 7th month; 21 equals 21st day)
CY (C equals 5; Y equals 9)
98¢ (selling price)

An item received December 31, costing $1.88 and selling for $3.25 would be marked in this way:

4318 (12th month, 31st day)
EOS (E equals 1; O equals 8; S equals repeat of 0 or 8).
$3.25

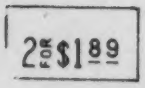
PROBLEMS

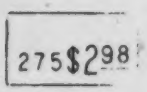
In the following problems, indicate how the price tag on merchandise should be printed so that the date and cost are coded. The selling price should also be given but, of course, is not coded.

Date Received	Cost	Selling Price
1. April 1	$ .67	$ .98
2. February 22	$1.50	$ 2.25
3. June 19	$4.45	$ 9.95
4. September 4	$ .86	$ 1.19
5. May 13	$ .12	$ .19
6. January 7	$1.19	$ 1.89

Have your Merchandise Manager check the accuracy of your codes.

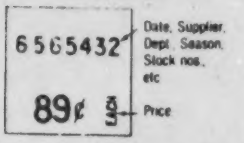
The following are examples of print formats using a hand labeler. A complete catalog can be obtained by contacting Monarch Marking Systems toll-free at 800/543-6650.





Used for candy, snacks, or bottled juices.

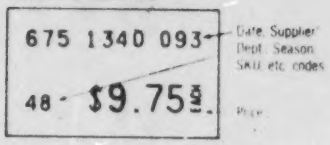
PRINT FORMAT #1



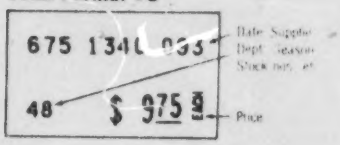
PRINT FORMAT #2

Used for most all other merchandise where the additional information is necessary on the price tag.

Print Format #1

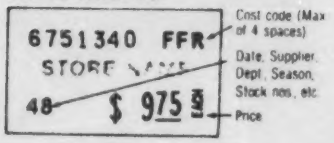


Print Format #2



Used mainly for apparel and fashion items where other detailed information is necessary for stock control.

Print Format #3



MEMO

Subject: Receiving and Checking Merchandise Using Appropriate Procedures and Forms

To: Merchandising Department Personnel

From: Merchandising Department Manager

Since we have recently received new merchandise into the store which has not been checked in, we need to accurately record information about the merchandise on the Merchandise Receiving Record. Before you check in the merchandise, study the Types of Receiving Forms, Summary of Checking Methods Chart, and Important Receiving Terms and complete the accompanying worksheet. For additional information about this topic read "Getting Merchandise Ready for Sale," pp. 136-144, Retailing Principles and Practices, Seventh Edition, McGraw-Hill Publishing Company Note the Merchandise Receiving Record. Ask the Merchandise Manager or your instructor to show you how to use the record to check in our new merchandise.

TYPES OF RECEIVING FORMS

All companies use different forms for receiving. These are some of the forms you might find:

1. Receiving Apron--This is a statement of the quantity and condition of the incoming merchandise, sometimes called a receiving report. It remains in the warehouse as a permanent record. Some companies merely use a rubber stamp to do the same thing. It contains:

   a. incoming shipment number assigned by receiving to all items in the shipment
   b. the number of the department which ordered the goods
   c. purchase order number
   d. terms
   e. carrier
   f. date shipment was checked
   g. detail of goods received--number of pieces and weight

2. Receiving Report--When the incoming shipment has been checked, this report is completed to avoid any possibility of the company paying for damaged or missing merchandise. This report is sent to the operations/finance department where the invoice, purchase order and receiving report are compared before payment can be made to the suppliers of the goods. This information is sometimes put right on the copy of the purchase order in which case this form would not be used. It contains:

   a. delivery details
   b. detail of goods received
   c. cost of goods
   d. cost of shipping

3. Vendor's Invoice--This is the bill for the goods which is made out by the supplier and either sent with the shipment or separately at the time of shipping. It usually goes to the purchasing department if mailed. The invoice includes:

   a. name and address of purchaser
   b. detail of goods sent
   c. indication of goods to be sent later (back ordered)
   d. cost of goods
   e. shipper information

4. Daily Receiving Report--This is a listing of all the shipments that come in in chronological order. It is a master list for the receiving department. It contains basic data such as:

   a. vendor
   b. shipper
   c. number of cartons and weight
   d. receiving number
   e. date
   f. when checked out of receiving

IMPORTANT RECEIVING TERMS

Purchase Order:	A form made out by the purchasing agent or his clerk to the company that manufactures the requisitioned products.
Invoice:	The seller's bill that describes the merchandise purchased, the prices, and the shipping and billing terms.
Apron:	A slip of paper attached to the invoice to show that the checker has inspected the goods.
Price Code:	Method of printing cost of an item on the ticket in such a manner so that only store personnel know the cost.
Blind Check:	A system of checking a shipment without checking against the invoice or order.
Spot Check:	A count of part of the cases of an order--used as a sample of the order.
Direct Check:	Checking goods against the invoice or order copy.
Receiving Report:	The sheet or book on which the first record of any incoming shipment is recorded.
Vendor:	Company which sells goods to the retailer.
Vendee:	Company or retailer that buys and receives goods.
Three-part Ticket:	Designed for items that are frequently returned.
Pin Tickets:	Used on washcloths, linens and similar merchandise.
Button Tickets:	Tickets used on items such as suits which are attached at buttons.
Marking Machine:	Machine used to mark tickets for placing on items for sale.
Punch Card Marking:	Marking goods with tickets which are utilized for data processing.
Waybill:	A type of shipping order or document used by the carrier to keep track of all shipments while they are moving over their route.
Freight Bill:	An invoice that informs the consignee of the freight charges which are due.

SUMMARY OF CHECKING METHODS

1. The _____ check method requires that markings, notations and numbers on packages are compared directly with the invoice information.

2. An advantage of the _____ method of checking is that merchandise can be immediately moved to the sales floor without waiting for the vendor's invoice.

3. When using the _____ method of checking the quantities marked on the outside of the packages are used.

4. A disadvantage of the _____ method is that it is difficult to identify shortages once merchandise is placed in stock.

5. The _____ method of checking is done when a checker completes a dummy invoice based on actual inspection of the shipment.

6. When a checker selects one or a few packages at random to check it is known as using the _____ method.

7. A disadvantage of the _____ is that certain errors in quantity or quality of merchandise may remain undetected.

8. If merchandise is checked without the _____ and moved to the selling floor, it is impossible to check shortages.

9. When packages are opened and inspected for quantity and quality, the _____ method is being used.

10. The direct check method of checking uses the manufacturer's or wholesaler's invoice as a reference.

11. What are five points of information contained on the Receiving Apron?
    a.
    b.
    c.
    d.
    e.

12. What is done when the receiving report is sent to the operations/finance department?

13. What are four points of information contained on the vendor's invoice?
    a.
    b.
    c.
    d.

14. In what order is the listing of all shipments recorded on the Daily Receiving Report.

SUMMARY OF CHECKING METHODS (ANSWERS)

1. The direct check method requires that markings, notations and numbers on packages are compared directly the invoice information.

2. An advantage of the dummy invoice method of checking is that merchandise can be immediately moved to the sales floor without waiting for the vendor's invoice.

3. When using the bulk check method of checking the quantities marked on the outside of the packages are used.

4. A disadvantage of the bulk check method is that it is difficult to identify shortages once merchandise is placed in stock.

5. The indirect or blind check method of checking is done when a checker completes a dummy invoice based on actual inspection of the shipment.

6. When a checker selects one or a few packages at random to check it is known as using the spot check method.

7. A disadvantage of the spot check is that certain errors in quantity or quality of merchandise may remain undetected.

8. If merchandise is checked without the vendor's invoice and moved to the selling floor, it is impossible to check shortages.

9. When packages are opened and inspected for quantity and quality, the direct check method is being used.

10. The direct check method of checking uses the manufacturer's or wholesaler's invoice as a reference.

11. What are five points of information contained on the Receiving Apron?
    a.
    b.
    c.
    d.
    e.

12. What is done when the receiving report is sent to the operations/ finance department?

13. What are four points of information contained on the vendor's invoice?
    a.
    b.
    c.
    d.

14. In what order is the listing of all shipments recorded on the Daily Receiving Report.

MEMO

Subject: Maintaining Unit Inventory Control Records

To: All Merchandising Personnel

From: Merchandise Manager

In our store we maintain inventory control records so that we can know detailed information about various items of merchandise. Read the following training reference entitled Information Available from Unit Inventory Control Records. Next, read the training reference, Unit Control Records. Complete the Unit Control Record Store Assignments 1, 2, and 3. Check with your instructor or the merchandise department manager if you have any questions.

INFORMATION AVAILABLE FROM UNIT INVENTORY CONTROL RECORDS

Advantages of Unit Inventory Control Records:

1. Promote Intelligent Buying. They help take the guess work out of buying. This system gives information on trends in sales--what is selling in which price lines, styles, models, colors, and sizes.

2. Maintaining of Adequate Assortments. These records aid in setting up minimum "on hand" assortments. The buyer can avoid the loss of sales volume and customer ill will because he/she knows when he/she has reached the reorder point and can do so while there is still adequate delivery time before stock on hand runs short.

3. Building Up of Sales. This system helps build sales volume in many ways. Having the right stock on hand keeps sales high. They help salespeople to find goods in the warehouse or a branch of the store and lets them take orders because they know when they can promise delivery.

4. Spotting of Slow-moving Items. A unit-control system is very useful in spotting slow-moving items. It helps in the decision-making of what should be reduced in price, what should not be reordered, etc.; to avoid heavy markdowns in the future.

5. Reducing Inventory Investments. This system can assist in reducing the amount of capital tied up in the inventory. This may save interest if capital must be borrowed, or release some of the inventory money to invest in fast-moving or fad items.

6. Saving of Time and Energy. If sales planning and buying are made easier, everyone benefits. Frustration is less on the part of all concerned when merchandise is available when needed.

UNIT-CONTROL RECORDS

There are many different types of unit-control records. Some records are prepared by computer; others are prepared by hand. The information recorded on all unit control records, which tells about orders, sales, returns, purchases, and merchandise transfers, is basically the same.

Suppose you are responsible for the unit-control records. You must record the information as follows:

USE THE BUYER'S PURCHASE ORDERS TO RECORD INFORMATION ABOUT MERCHANDISE ORDERS. Record the merchandise class, manufacturer, vendor, delivery date (completion date), and the date the order was written on the form. (See letter A.) Also record the style, color, and sizes of the merchandise ordered. (See letter B.) Record this information by marking a small dot in each square to show a certain size, color, and style is on order. For example, letter C, shows that five medium black turtlemecks are on order.

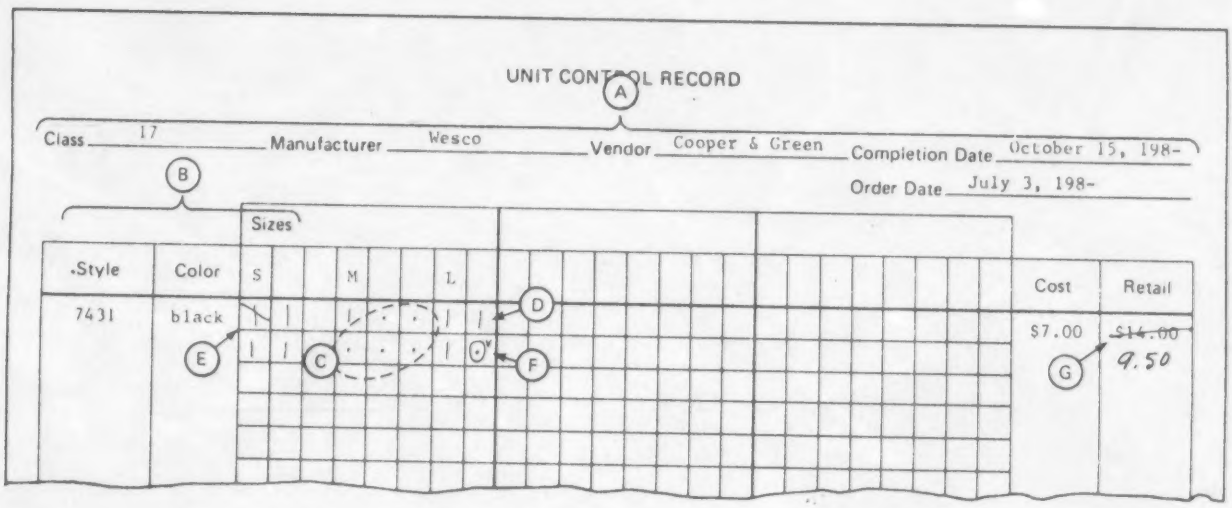
USE THE RECEIVING RECORD TO RECORD INFORMATION ABOUT WHAT MERCHANDISE IS ACTUALLY RECEIVED. Information listed on the receiving record may differ from the purchase order because vendors do not always send all the merchandise that was ordered at one time. Sometimes, they have to back order merchandise, which means the other items will be sent as soon as they are available. Record information about items that are received by making a straight line in the appropriate squares.

USE THE PRICE TICKETS FROM SOLD ITEMS TO RECORD INFORMATION ABOUT WHAT MERCHANDISE IS ACTUALLY SOLD. Suppose that whenever a sale is made in your department, one section of the price ticket is torn off the item and placed in a box next to the cash register. Use these tickets to record sold merchandise. Make a diagonal line to represent each sold item. (See letter E.)

USE MERCHANDISE TRANSFERS, MERCHANDISE RETURNS TO VENDORS, AND PURCHASE ORDER CANCELLATION FORMS TO RECORD TRANSACTIONS THAT REDUCE INVENTORY. Circle the items that are leaving your inventory and indicate why these items are being removed from stock. Remember t means transfer and v stands for merchandise returned to vendors; a circled dot with a v stands for a canceled purchase order. (See letter F).

USE CUSTOMER RETURNS SLIPS TO RECORD CUSTORMER RETURNS. Customer returns increase inventory. When a customer returns an item that can be sent to the selling floor, erase the sold mark. By doing this, the unit control records show the item is again available for sale.

USE RETAIL PRICE CHANGE FORMS TO RECORD PRICE CHANGES OF MERCHANDISE. Cross out the old price and write in the new retail price on the unit control record. (See letter G.)



UNIT-CONTROL RECORDS
Store Related Assignment I.

1. On February 4, you purchased an assortment of short-sleeve broadcloth shirts in brown, blue, and red. The shirts, which are sized S,M,L, and XL, are to be delivered on April 15. You purchased two small, four medium, four large, and two extra-large shirts in each color. The manufacturer and vendor are Aristocrat Shirt Company. The style number is 8241; the department number is 8; the class number is 72. The cost of the shirts is $6.50. The retail price of the shirts is $13.50.

2. The shirts arrive on April 8. Two medium blue-checked shirts are missing.

3. During the week of April 12-18, you sell all the medium and extra-large red-checked shirts, one small and two large red-checked shirts, three large blue-checked shirts, and two medium and one large brown-checked shirts.

4. One customer returns a medium red-checked shirt for a large red-checked shirt. You return the medium shirt to the selling floor.

5. Your branch store calls and asks for a transfer of one extra-large brown-checked shirt.

Using the above information, complete the unit-control record shown below.

UNIT CONTROL RECORD

Class _____ Manufacturer _____ Vendor _____ Completion Date _____

Order Date _____

Style	Color	Sizes																				Cost	Retail

UNIT-CONTROL RECORDS
Store Related Assignment II.

Design a Unit Record Control Card that will serve the merchandise information needs of the Model/School Store. If your store has an existing Unit Record Card System review information contained on the cards and sources of information for card records. Include columns which will adequately describe the merchandise, transactions that can affect the quantity status of the merchandise, and any other related merchandise information. Review your card with the merchandise manager.

UNIT-CONTROL RECORDS
Store Related Assignment III.

Use your newly designed Unit Record Card(s) to record current information on one selected major line of merchandise handled in your store (For example, clothing, school supplies, candy, etc.)

Discuss desired information to be recorded and sources of merchandise information with your instructor prior to completing these cards.

MEMO

Subject: Determine Quantities of Stock to Order for Seasonal or Year-Round Selling

To: Merchandising Department Personnel

From: Merchandising Department Manager

In finding out how much of an item to buy for a retail store there are at least two sources to help the buyer.

The first, and maybe the best, is past sales records of the item. This means that there must be sales records which give the buyer hard facts about each item he is to order. Good unit control records can supply the buyer with the sales records of the items he must reorder. These records can also provide the number of the items which were on the shelves as well as the number of the items which has already been ordered.

By looking at these records the buyer is able to see how many items sold last year and then figure how many must be ordered for the following year. There are some changes that must be made because of such things as inflation, changes in the market, etc. We will not consider these in this project because they are brought up in other learning projects which you will do later.

For instance, if the buyer notes that one item sold 50 last year, a first thought is to buy about 50 for this year. After looking at the stock on hand, the buyer finds out that 10 are on hand already. The buyer might change the first idea and buy only 40. However, if sales are up all over the store, 60 might be bought.

The second source of help for the buyer is to know how much inventory the store wants to have on hand at any time. The store might want to lower the level of stock because of overstock conditions or other reasons. By the same token, the store might want to raise the level of stock to handle higher expected sales.

For instance, if the store wanted to raise the level of stock by 50%, and 10 are on hand right now, it would require 5 more of the item to reach the level wanted. If the store wanted to lower the level of stock by 50%, and 10 are on hand now, it would mean what they buy would be reduced by 5.

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PRACTICE PROBLEMS

Suppose the sales of an item were 6, 7, 8, 10, 8, 7 for a six-week period. How many have been sold? _____

How many should be bought to have enough stock on hand for a similar six week period? _____

If the store had 20 items on hand and desired to keep thirty on hand at the end of the six-week period above, how many would they buy?

_____

If the store had 20 items on hand and wanted to keep only ten on hand at the end of the six week period above, how many would they buy?

_____

STORE PROBLEM

Using the above principles as a guide, select three products handled in the store. Determine the projected number of sales for this month, the present number on hand, the desired number to keep in stock during this month, and the ending monthly restock number to have on hand for each product.

MEMO

Subject: Calculating Open-To-Buy

To: Merchandising Department Employees

From: Merchandise Manager

Open to buy can be defined as planned purchases less merchandise ordered. In other words, it is the amount of money available this month to spend on purchases. If the total amount of merchandise needed is greater than merchandise in stock and on order, then the buyer is 'open to buy.' In order to have money open to buy, a buyer cannot have more than the necessary amount of money tied up in inventory.

When figuring open to buy, the buyer makes use of information from the merchandising plan as illustrated in the following chart:

	Planned	Actual
Sales	$ 5,000	
Plus: Reductions	250	
Plus: EOM stock	9,000	
Total:	14,250	
Less: Current inventory and unfilled orders	12,000	
Equals: Open to buy at retail	$ 2,250	

Use the following figures as a basis for figuring open to buy for that month. Assume unfilled orders of $500.

Sales	$ 800
Reductions	30
EOM stock	3,000
Current inventory	2,000
Open to buy at retail	$

MEMO

Subject: Preparation of the Merchandise Plan

To: Merchandise Department Personnel

From: Preparation of the Merchandise Plan

Planning is essential if our store and departments within our store are to know what and how much merchandise to buy, what prices to establish for our merchandise, what markups and markdowns to allow, how to plan for beginning and ending merchandise on hand during certain periods of time. Study the procedures for calculating elements of a merchandise plan from either Retailing Principles and Practices, Eighth Edition, Chapter 59, McGraw-Hill Publishing Company or General Merchandise Retailing (same publisher).

Use the following figures to gain experience in preparing your store's 6 month merchandising plan:

Sales Last Year - $3,500

Percentage of Increase in Sales This Year - 5%

Retail Stock (BOM) Last Year - $4,000

Retail Stock (BOM) This Year - +10%

Markdowns Last Year - $100

Markdowns This Year - 5% less

Retail Purchases Last Year - $6,000

Retail Purchases This Year - + 5%

Percent of Initial Markon Last Year - 30%

Percent of Initial Markon This Year - 28%

SIX MONTH MERCHANDISING PLAN

Department Name

Department No.

	PLAN (This Year)	ACTUAL (Last Year)
Workroom cost		
Cash discount		
Season stock turnover		
Shortage reserve		
Operating expenses		
Operating profit		

SPRING 19–		FEB.	MAR.	APR.	MAY	JUNE	JULY	SEASON TOTAL
SALES	Last Year							
	Plan							
	Percent of Increase							
	Revised							
	Actual							
RETAIL STOCK (BOM)	Last Year							
	Plan							
	Revised							
	Actual							
MARKDOWNS	Last Year							
	Plan (dollars)							
	Plan (percent)							
	Revised							
	Actual							
RETAIL PURCHASES	Last Year							
	Plan							
	Revised							
	Actual							
PERCENT OF INITIAL MARKON	Last Year							
	Plan							
	Revised							
	Actual							

Comments

Merchandise Manager

Buyer

Controller

Add your own . . .

Learning Activities

1. Investigate items that could be sold in your store and write for company catalog as class project.
2. Field trip to gift shows.
3. Organize a school store association of students.
4. Invite several store managers from other schools to visit your store. Have visiting managers bring several "best-selling" merchandise items or store operation ideas.
5. Develop newsletters for stores--new vendor ideas, etc.
6. Take field trips to trade shows.
7. Develop a basic stock list for the school store.
8. Research product features for a given product.
9. Set up management monthly meetings.
10. Develop a stock turn ratio.
11. Develop an open-to-buy.

Developed by the Michigan Marketing & Distributive Education Curriculum Committee

For the MERCHANDISING Function

Add your own . . .

Store Ideas

1. Send best selling product ideas to MADET for newsletters.

2. Plan Santa Claus promotion in store at Christmas--buttons and pictures.

3. Purchase pen and pencil vending machines for other locations in school.

4. Swap merchandise with other stores.

5. Promote seasonal merchandise ideas, e.g., plants, greeting cards, flowers, valentine candy.

6. Sell buttons and stickers for special events, e.g., football, spirit buttons, basketball, class.

7. Construct a store newsletter.

8. Visit stores for ideas (school store, local merchants).

9. Use trade journals to determine trends, e.g., billboard, magazines for records.

For the MERCHANDISING Function

Add your own . . .

Learning Activities

1. Construct a sales record.

2. Conduct cash register competition.

3. Set up a sales demonstration and role play the situation.

4. Obtain an experienced wrapper/packager from a retail store in your area to demonstrate the correct and most efficient techniques for wrapping and packaging.

5. Provide varied assortment of boxes, bags, wrapping paper, etc., to give student actual practice in bagging and wrapping merchandise.

6. Select three (3) items of merchandise sold in school store and gather as much product information as possible about the merchandise, and in turn, relate to class members.

Developed by the Michigan Marketing & Distributive Education Curriculum Committee

Add your own . . .

Store Ideas

1. Initiate an "End of Year Award" to top salesperson.

2. Initiate an employee of the week/month.

3. Plan an outside luncheon for top salespersons.

4. Construct a want slip system for fast-moving items.

5. Contact vendors for product information purposes.

6. Reward top salesperson of the week.

7. Invite a company representative to come in and demonstrate the product.

8. Conduct a "customer courtesy" campaign.

9. Select a special sale item of the day.

PROMOTION DEPARTMENT

MEMO

Subject: .erchandise Display Inventory Project

To: Promotion Department Personnel

From: Promotion Manager

Our store should be an attractive and colorful place to show. There are a variety of ways to brighten up any store even though you may not have an extensive inventory of display props, mannequins, lights, etc. Colored construction paper, pieces of cloth material, used props borrowed or obtained from local merchants, yarn, string, etc. can very economically "dress up" the store.

Since you should become familiar with the display materials we presently have, we need to prepare a current inventory listing of these materials. On the following worksheet, complete a physical inventory of the display props and materials we have in the store. Note the condition of these materials and indicate what items need repairing, repainting, or assembling. Turn in your inventory lists to the Promotion Manager.

Also, hold a Promotion Department Meeting to identify additional props, supplies, materials, equipment that you should order, borrow, or construct so that we can improve our promotion efforts and the appearance of our store.

DISPLAY PROPS, MATERIAL AND SUPPLES INVENTORY

Description of the Display Items	Quantity	Description of the Display Item Condition

MEMO

Subject: Marketing Research of Store Image and Potential Customers

To: Promotion Department Personnel

From: Promotion Manager

What our potential customers think of us as a model/school store is very important. Their attitudes affect whether they will shop in our store and buy our merchandise. Therefore, we need to discover what they like about our store, how we can improve our operations, what merchandise and services we should offer, what hours of the day they would like us to be open for business, what opinions and reactions they have toward our customer or sales services, how frequently they patronize our store, where they buy similar types of merchandise that we offer, what kinds of merchandise and services the faculty believes we should offer, and what faculty and students believe to be the overall objectives of the store for the school as well as the students enrolled in the Marketing and Distributive Education Program. These and other points of information would be helpful for us to plan and improve our store activities.

As a promotion department, our responsibility is to develop a student/faculty market research questionnaire which will obtain information to answer the above and other relevant questions. This questionnaire should be easy to answer and should be administered through personal interviews. Review the text, Marketing Research, Occupational Manuals & Projects in Marketing, Harris & Dorr, and Retailing Principles and

SAMPLE MARKETING RESEARCH SURVEY
MODEL STORE (HIDEAWAY) SURVEY

Please Check Appropriate Blank:

I. General Information:

Age: _____ Sex: ___ Male
___ Female

Occupation: _____ Student
_____ Faculty
_____ Staff

Have you been to the "Hideway" during the school year?
_____ Yes _____ No If yes, how often?
_____ Only once
_____ Less than 5 times
_____ More than 5 times
_____ I am a regular shopper
_____ I do not wish to respond

II. How would you rate the merchandise in the "Hideaway?" (Please circle)

	Quality of Merchandise					Quality of Merchandise					Suggestions for Improvement and/or additions:
	Excel-lent		Average		Poor	Excel-lent		Average		Poor	
A. Clothing:	5	4	3	2	1	5	4	3	2	1	
1. Childrens	5	4	3	2	1	5	4	3	2	1	
2. T-Shirts	5	4	3	2	1	5	4	3	2	1	
3. Jackets	5	4	3	2	1	5	4	3	2	1	
4. Sweatshirts	5	4	3	2	1	5	4	3	2	1	
5. Shorts	5	4	3	2	1	5	4	3	2	1	
6. Socks	5	4	3	2	1	5	4	3	2	1	
7. _____ (Other please complete)	5	4	3	2	1	5	4	3	2	1	
B. School Supplies:	5	4	3	2	1	5	4	3	2	1	
C. Gift/Novelties:											
1. Stuffed Toys	5	4	3	2	1	5	4	3	2	1	
2. Mugs/Plates	5	4	3	2	1	5	4	3	2	1	
3. Banners	5	4	3	2	1	5	4	3	2	1	
D. Candy/Gum	5	4	3	2	1	5	4	3	2	1	

E. What merchandise would you like to see added to the "Hideaway?"

____Stamps	____Film/Magic Cubes
____Paperback books	____Gift Wrap/Bows
____Magazines	____Photo albums
____Greeting Cards	____Posters
____Aspirin	____Toiletries

What other categories of merchandise, brand name, or specific items should be added to the "Hideaway" merchandise inventory?_____

_____

III. Customer Services:

React to the "Hideaway" customer services:

Please check:	Maintain	Change	Suggestions for change
Store Hours	_____	_____	_____
Paid gift wrap	_____	_____	_____
Lay away	_____	_____	_____

Other suggestions concerning customer services:

_____

_____

IV. Personnel: (Please circle)

How would you rate the "Hideaway" personnel?

	Efficiency					Effectiveness					Comments
	Excellent		Average		Poor	Excellent		Average		Poor	
1. Product Knowledge	5	4	3	2	1	5	4	3	2	1	_____
2. Appearance	5	4	3	2	1	5	4	3	2	1	_____
3. Accurrancy	5	4	3	2	1	5	4	3	2	1	_____
4. Helpfulness	5	4	3	2	1	5	4	3	2	1	_____
5. Overall impression	5	4	3	2	1	5	4	3	2	1	_____

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MEMO

Subject: Display Plan for Annual Events

To: Promotion Personnel

From: Promotion Manager

Any store needs to look fresh, different, and display appropriately for certain seasons, events, sales, etc. Since it is the beginning of the fall season, we need to plan a display theme rotation schedule for the remaining months of the year. Our goal is to have the store windows and interior displays changed a minimum of twice a month.

Review the Training Reference, Display Guide of Annual Events, to identify ideas for display themes and related merchandise to feature. Decide upon the Annual Event themes and other possible school/community-related events when completing your display planning calendar. Record the themes of your displays and the merchandise to be featured on the following Display Theme Planning Calendar.

Be a Marketeer!

DISPLAY GUIDE OF ANNUAL EVENTS

White Goods
Winter Vacation
Pre-inventory sale
Clearance Sale

Lincoln's Birthday
Washington's Birthday
Valentine's Day
Boy Scout Anniversary

Spring
St. Patrick's Day
House Cleaning Sale
National DECA Month

All Fool's Day
Easter
Baseball Season
April Showers
Clean-up and Paint-up
Fixup Week

Mother's Day
Outdoor Furniture
Bridal Gowns
Wedding Gifts
Garden Tools
Memorial Day

Summer
Father's Day
Graduation
Summer Apparel
Fur Storage
Camp and Vacation Needs

Independence Day
Beach Wear
Sporting Goods
Cameras and Films
Travel Needs
Mid Year Clearance

Summer Clearance
August Fur Sale
Back-to-School
Fall Fabrics
August Furniture Sale

Labor Day
School Needs
Fall Fashions
Children's Apparel
Yard Goods

Columbus Day
Halloween
National Apple Week
Major Appliances
Hunting Season
Home Furnishing

Election Day
Armistice Day
Thanksgiving Day
American Education Week
Cold Weather Apparel
Christmas Merchandise

First Day of Winter
Christmas Gifts
Toys
Post-Christmas Sale
New Years Eve

DISPLAY THEME PLANNING CALENDAR

Month	Display Themes	Merchandise to be Featured
September		
October		
November		
December		
January		
February		
March		
April		
May		

MEMO

Subject: Using Display Design Principles

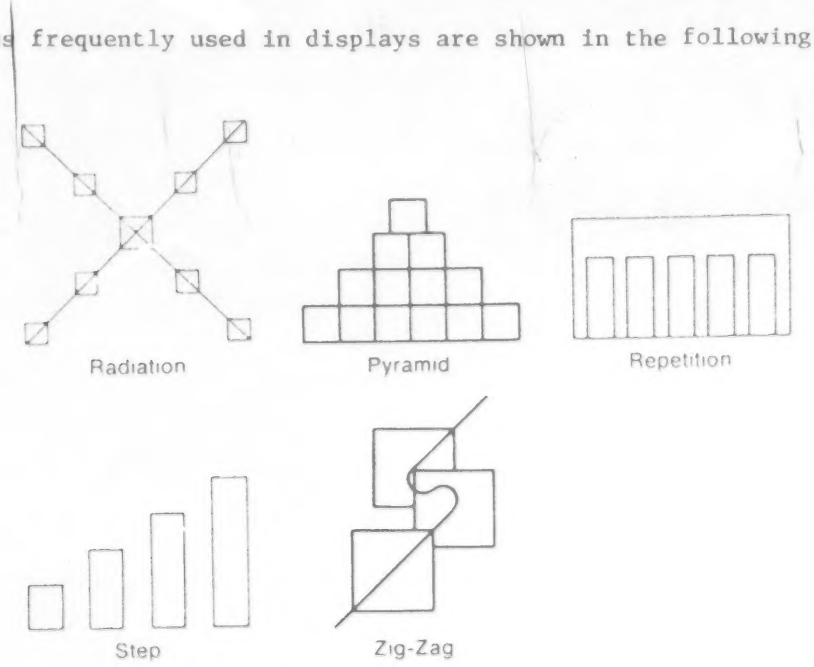
To: Promotion Department Personnel

From: Promotion Manager

Before we plan and build merchandise displays in our store, we need to understand certain display arrangements patterns that we can use.

CHOOSING AN ARRANGEMENT

Visual merchandisers use several basic patterns of item arrangement over and over again because they are both flexible and effective. These patterns tend to create rhythm, harmony, and contrast within the display, no matter what type of merchandise are used to form the patterns Five patterns frequently used in displays are shown in the following chart:



Radiation

In radiation, the elements of the design are spread out like rays from a central point. This type of design creates interest by having one dominant feature from which the other elements of the display radiate. For example, a men's furnishings window may have a male mannequin as the focal point with various accessories displayed on platforms arranged in a circle around the mannequin.

Step

In a step arrangement, either the merchandise or the fixtures holding the merchandise are arranged in a series of steps going up or down. This is a harmonious type of display that gives the feeling of motion. If a customer looks at a display of shoes arranged on ascending platforms, the customer's eyes will move naturally from one step to the next.

Pyramid

The arrangement shaped like a triangle with a broad base that gradually tapers to a point is called a pyramid. This type of arrangement is used in modified form by supermarkets and drugstores because it is easy to construct. Some cans are usually removed from the pyramid so that customers will not be concerned about destroying the form.

Zig-Zag

The arrangement called zig-zag is similar to the pyramid arrangement except that it is not built up directly to the top. It begins with a broad base but zigs its way to the top. Department stores

often use zig-zag displays for clothing. It is best suited to light, open displays and is usually limited to three major items, as in a display of shoes, sweaters, and skirts.

The placing of merchandise or props so that they interfere with or overlap each other is known as interference. This technique, which may be used in any of the patterns of arrangement described above, helps to unite or join together the items in a group so that the customer sees all the items at a glance.

Repetition

Repetition, as previously mentioned, is an arrangement that uses items of the same general nature and aligns them in exactly the same manner, as by height, spacing, or angle. Monotony can be avoided by using panels or elevated platforms or by tilting the platform. For example, sweaters or blouses might be fastened in a line on a tilted board so that the viewer can see the different colors that are available.

Using a separate piece of paper, sketch out a display plan for either a store interior display, store window display, or a counter display within the store. Use shapes or stick figures to represent merchandise, manniequins, backdrops, signs, fixtures, etc. At the bottom of your display, identify the colors of each major display item.

MEMO

Subject: Using Color Principles in Display Construction

To: Promotion Department Personnel

From: Promotion Department Manager

Color highlights or serves as a backdrop for our merchandise. There are some general suggestions that you'll find helpful in dealing with color selection. As a beginner, you should consider these suggestions as rules. As you become more experienced, however, you'll be able to gauge the impact of color more accurately. And then, just as experienced display workers do, you can violate established ways of using color and still produce tasteful effects.

Keep the color selection simple. Some of the most interesting displays are those that use a one-color scheme. If you use too many colors, the display may confuse and distract the viewer.

Look for clues in the colors of the merchandise, the package or the container. For example, good color and design may be found in a garment, a cosmetic container, or a cereal package. Make your color scheme suit the product on display.

Be careful when using bright colors and contrasts. The more intense a color, the smaller the area it should cover. Too much bright color may attract attention at first, but it soon disturbs the viewer and distracts from the merchandise.

Try a balance of colors. If you blend two or more colors so that the effect is pleasing, you have color harmony. The effect can

be exciting or subtle. Choose colors that suit the occasion.

Allow sufficient space around a colorful article. Beware of clashes. Space serves as a buffer and emphasizes the featured product.

Light shades are easy on the eyes. They appear to deepen the display space and seemingly increase the size of the display area.

Emphasize contrast between merchandise and background. Contrast in texture between merchandise and background makes a display more interesting. Jewelry is at its best when displayed against a background of fabric, such as velvet. If you put two colors of the same value, such as red and green, next to each other, they seem to vibrate and cause disturbing and confusing effects. Every color looks different against a light background and against a dark one. The table on the following page shows the effect of background colors on the color of merchandise.

Remember, customers reject or accept a considerable amount of merchandise on the basis of its color. In much the same way, a display--or a brochure--can be just another interesting arrangement or it can be a magnet for customers, depending upon the way in which color is used.

After reading the above training reference, Color Tips, materials complete the answers to the questions on the next page.

EFFECT OF BACKGROUND COLORS ON MERCHANDISE COLORS

Color of Merchandise	Black Background	White Background	Light-Gray Background	Dark-Gray Background
Yellow	Richer	Slightly duller	Warmer	Still brighter
Red	Far more brilliant	Darker and purer	Bright but less intense	Brighter but less intense
Blue	More luminous	Richer and darker	Little more luminous	Brighter
Green	Paler and sharper	Deeper in value	Yellowish	Brighter (gray becomes reddish)
Orange	More luminous	Darker and redder	Lighter and yellowish	More brilliant
Purple	Less strength and brilliance	Darker	Brighter (gray becomes greenish)	(Gray becomes greenish)

COLOR TIPS WORKSHEET

1. What will happen if you use too many colors in a display?

2. Where can you find clues to make your color scheme suit the product on display?

3. The more intense a color, the _____ the area it should cover.

4. What are dangers of too much bright color in a display?

5. When is color harmony achieved?

6. What purpose can space serve when using colors?

7. What do types of shades of colors appear to do to display space?

8. Contrast in _____ between merchandise and background makes a display more interesting.

9. What do customers do with merchandise on the basis of its color?

10. What happens when you put two colors of the same value next to each other?

11. What effects does a black background have on yellow merchandise?

12. What effect does a white background have on blue merchandise?

13. What effect does a dark-gray background have on orange merchandise?

14. What effect does a black background have on purple merchandise?

MEMO

Subject. Using the Color Wheel in Display

To: Promotion Department Personnel

From: Promotion Manager

Using color effectively in our store displays requires that we have a basic understanding of the relationship of various colors to each other. A visual device known as the color wheel enables us to plan color schemes, in deciding what background is best for merchandise display, and in determining what color accents can be used to make a display more interesting. Also, you'll find that the most effective color scheme is a simple one.

The simplest color combinations are monochromatic color schemes. In this type of scheme, tints and shades of the same hue--such as navy blue, medium blue, and light blue--are combined.

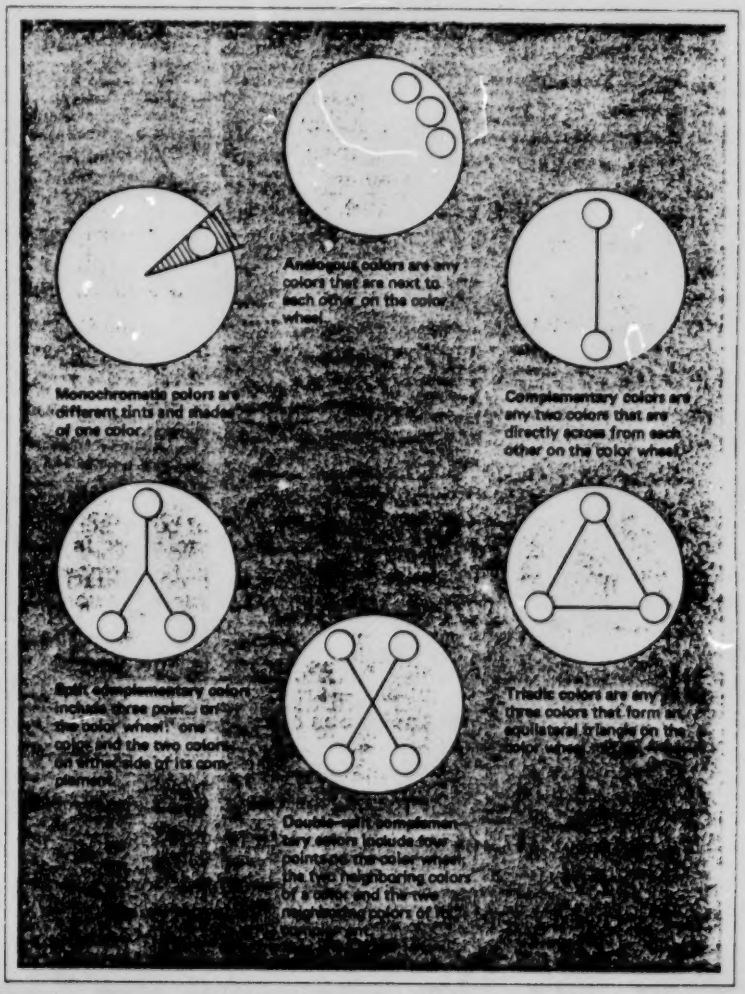
Analogous color schemes are composed of colors--such as pure blue, blue-green, and yellow-green--that are next to each other on the color wheel. "Analogous" means "neighboring." Usually three neighboring colors are used, but as many as five can be used. These simple color combinations result in a pleasing effect.

Complementary color schemes are composed of colors--such as red and green or yellow and violet--which are directly across from each other on the color wheel. Various shades and tints of two complementary colors can produce color harmony. Contrasting colors are the same as complementary colors.

Split complementary color schemes are similar to the complementary pattern but involve three points of the color wheel instead of two. For example, yellow, whose complement is violet, has for its split complement the analogous colors blue-violet and red-violet. Any two colors equidistant from the complement blue-violet might be used.

Double split complementary color schemes involve four points of the color wheel. For example, the two neighboring colors to yellow (yellow-orange and yellow-green) may be combined with two neighboring colors of red (red-violet and blue-violet).

Triadic color schemes are composed of three colors forming an equilateral triangle on the color wheel. For example, red, yellow, and blue form this type of triangle. These colors should not be used in equal proportions.


Analogous colors are any colors that are next to each other on the color wheel.
Monochromatic colors are different tints and shades of one color.
Complementary colors are any two colors that are directly across from each other on the color wheel.
Triadic colors are any three colors that form an equilateral triangle on the color wheel.

WORKSHEET - USING THE COLOR WHEEL IN DISPLAY

Directions: Complete the following worksheet. Hand in to your Promotion Manager or Instructor.

1. What are three uses of a color wheel in planning a display?
   (a).
   (b).
   (c).

2. The most effective color scheme is generally a _____ one.

3. The color combinations that are simplest are called _____ color schemes.

4. In a monochromatic color scheme tints and shades of the same color are _____. (Various blues, for example.)

5. Colors that are next to each other on the color wheel are called _____ colors.

6. Analogous means _____.

7. Usually _____ analogous colors are used in combinations.

8. As many as _____ analogous colors can be used effectively.

9. Color schemes that are directly across from each other on the color wheel are called _____ colors.

10. Red and _____ or yellow and _____ are complementary colors.

11. Shades and tints of two complementary colors can produce color_____.

12. Split _____ color schemes are similar to the complementary colors but involve _____ points on the color wheel instead of _____.

13. Yellow, for example, has for its split complementary colors _____ _____ and _____.

14. Double split complementary color schemes involve _____ points of the color wheel instead of _____.

15. Triadic color schemes are composed of _____ colors forming an _____ triangle on the color wheel.

16. Triadic colors should not be used in _____ proportions.

(ANSWER) WORKSHEET - USING THE COLOR WHEEL IN DISPLAY

Directions: Complete the following worksheet. Hand in to your Promotion Manager or Instructor.

1. What are three uses of a color wheel in planning a display?
   (a). plan color schemes
   (b). decide background
   (c). determining color accents

2. The most effective color scheme is generally a simple one.

3. The color combinations that are simplest are called monochromatic color schemes.

4. In a monochromatic color scheme tints and shades of the same color are combined. (Various blues, for example.)

5. Colors that are next to each other on the color wheel are called analogous colors.

6. Analogous means neighboring.

7. Usually three analogous colors are used in combinations.

8. As many as five analogous colors can be used effectively.

9. Color schemes that are directly across from each other on the color wheel are called complementary colors.

10. Red and green or yellow and violet are complementary colors.

11. Shades and tints of two complementary colors can produce color harmony.

12. Split complementary color schemes are similar to the complementary colors but involve three points on the color wheel instead of two.

13. Yellow, for example, has for its split complementary colors blue violet and yellow-green.

14. Double split complementary color schemes involve four points of the color wheel instead of two.

15. Triadic color schemes are composed of three colors forming an equilateral triangle on the color wheel.

16. Triadic colors should not be used in equal proportions.

Store Color Wheel Project:

1. Construct a color wheel using different colored construction paper to identify and locate different colors in their proper location on the color wheel. Drawing your color wheel on a separate piece of paper using a circular object as a guide.

2. For one window display identify the various color schemes using the correct terminology that you would use. Identify the colors of the merchandise, props, showcards, backdrop, flooring, and lighting effects that you would include in this display.

MEMO

Subject: Sign Press Operation

To: All Store Personnel

From: The Promotion Manager

In our store and many other stores the sign press machine is used extensively to make signs for window displays, interior displays, bulletin boards, and special promotions. Each employee of the store will need to learn how to operate and maintain this equipment.

The attached references will provide a thorough and helpful source of training information. You will be making signs, posters, price tickets, etc. as projects during your promotion department training cycle. Presently, you should become familiar with the sign press machine by completing answers to the following questions. Hand in your answers to the Promotion Manager who will show you how to operate the machine and print a showcard.

Sign Press Worksheet

1. Study the drawing of the Parts Illustration of the Sign Press.

2. What is the purpose of the grooves milled in the base of the type?
3. To correctly position type where should the notch always be located?
4. Summarize Method #1 of picking and setting type.
5. Why is Method #1 the most popular method of picking and setting type?
6. How is Method #2 different from Method #1 in picking and setting type?
7. What are 4 points you should remember to properly ink the sign machine?
8. How can you insure that you will have a constant pressure over the entire length and width of the machine bed? Why is this important?
9. What is important to remember about using the "gripper?"
10. Discuss with the Promotion Manager or your instructor the important steps in printing ("How to Print" Section).
11. What are 4 points to remember about cleaning type?
12. What are three causes of poor ink coverage?
13. What causes uneven edges on printed characters?
14. What is one way to eliminate blurred characters?
15. What cannot be stressed too much regarding applying coats of ink?

PARTS AND CONTROLS

1. END STOPS: Used to stop the travel of the Pressure Carriage (5). Note: There are two different kinds—metal plates at the ends of the rails, and "L" shaped brackets under the rails.

2. CARD GRIPPER CONTROL HANDLE: Must be depressed to admit cardstock into the Gripper Assembly. By depressing and sliding toward you, the gripper will stay open when both hands are needed for large pieces of cardstock or when inserting light paper.

3. CARD GRIPPER ASSEMBLY: Individual spring fingers are used to hold the cardstock in place for printing. Activated by the Gripper Handle (2).

4. ANCHOR CORNER: Be sure to put the corner of the material into the Anchor Corner of the gripper assembly (3). By always placing the material in this position, you will be able to re-register for a second impression, if necessary, due to improper pressure or inking.

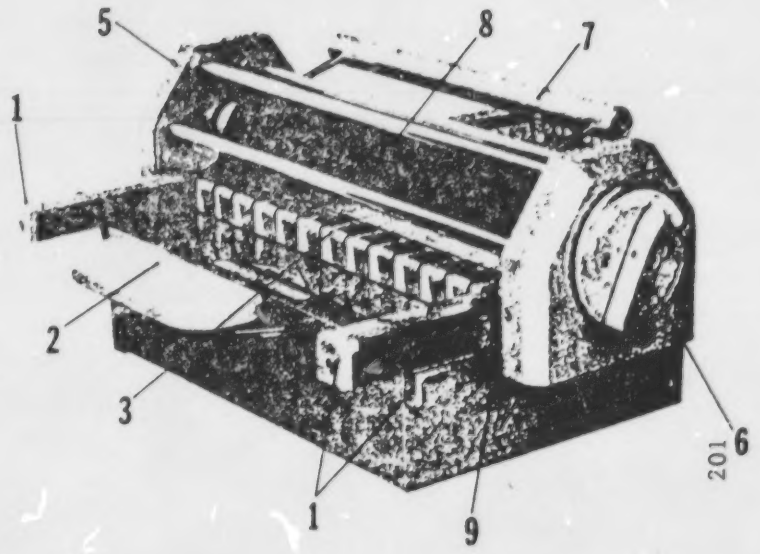
5. PRESSURE CARRIAGE: Used to apply pressure to the cardstock in the printing process.

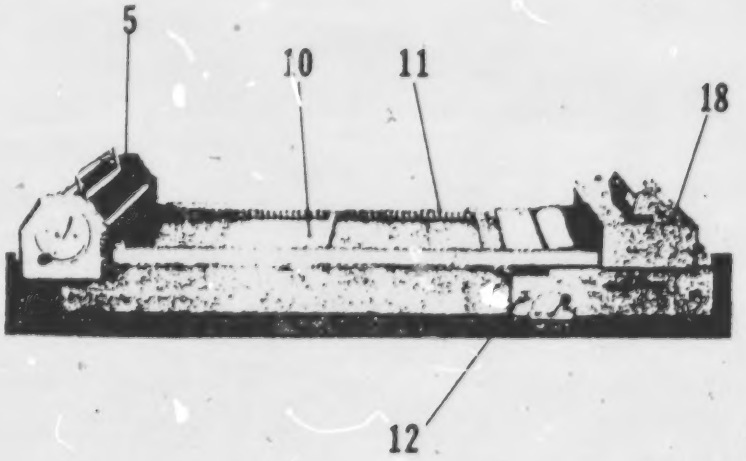
6. PRESSURE DIAL POINTER: This allows you to change the pressure applied to your cardstock. This feature also permits the use of any thickness of cardstock or paper on the SIGNPRESS. Pull out button enables you to swing the pressure lever to any desired position. Releasing the pull out button locks the pressure at that point for printing.

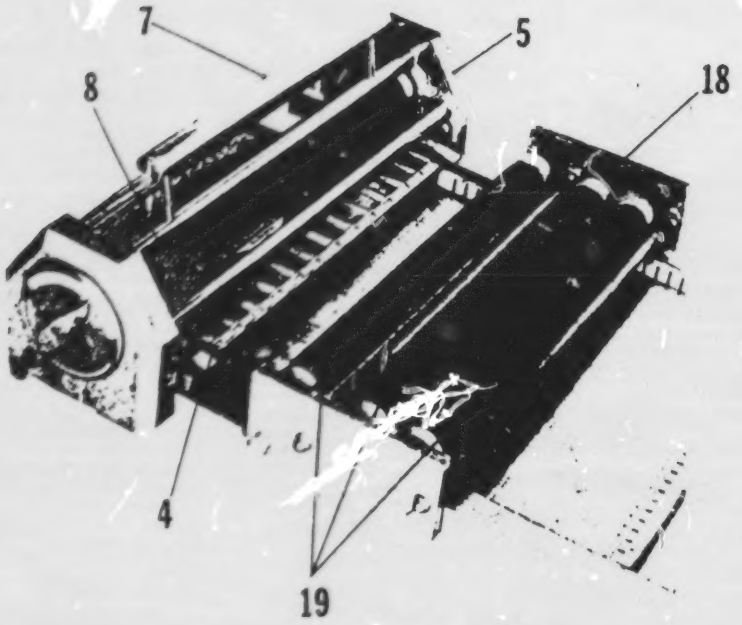
7. PRESSURE CONTROL HANDLE: Used in two positions. A. Upwards, the roller is raised high above the type to prevent the Pressure Roller (8) from getting soiled. B. Down position lowers the roller into printing position. This creates the constant pressure which has been pre-set by the position of the Pressure Dial Pointer (6) and maintains this constant pressure the entire length of the machine bed, thus insuring even printing.

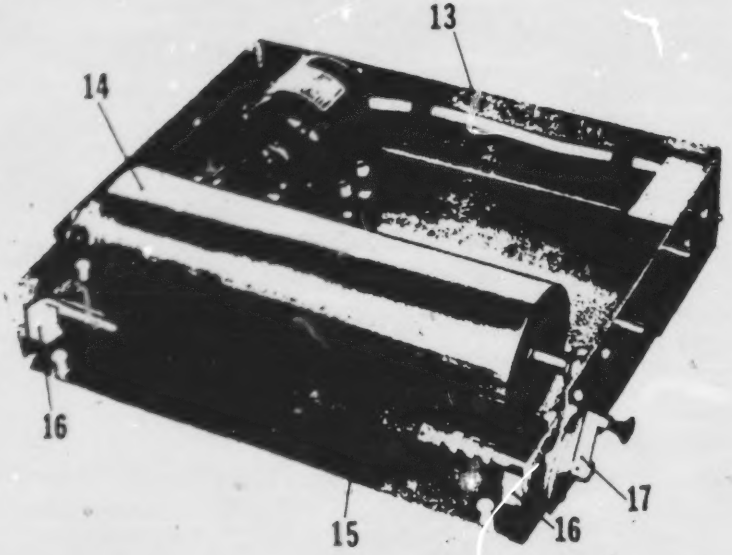
8. PRESSURE ROLLER: Activated up and down by the Control Handle (7).

9. PRESSURE CARRIAGE BEARINGS: Permanently adjusted and locked in position. NEVER TAMPER WITH THEIR ADJUSTMENT. These bearings should be kept clean and oiled. Oil them by placing oil on the rails and running the carriage back and forth through the oil. Wipe excess oil away.









10. BED PLATE. A precision machined surface on which the type is placed for printing. Scribed in square inches to aid in setting of type. The bed should be kept clean and lightly oiled.

11. ALIGNMENT COMB: Used as a guide for achieving straight line printing. Type bars may be fitted into the slots of the comb, but it is not required. The center comb may be removed in order to print the full length of the machine bed.

12. INKER UNIT ALIGNMENT GUIDE: The inker unit must set snug against the base of the machine and within the sides of the Alignment Guide.

13. INKER UNIT: This unit supplies the uniform inking required in the printing process. The Inker Unit has an on–off switch for the power supply to the electric motor. It must be plugged into a 110 V. AC, 60 CY power supply.

14. INK CYLINDER. Ink is applied to this cylinder from an ink tube. The ink cylinder acts as a constant motion ink platen where the Transfer Rollers (19) may pick up the ink to apply it to the type.

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15. AGITATOR ROLLER: This roller travels back and forth against the Ink Cylinder (14). It assures uniform ink distribution on the Ink Cylinder (14) and continually agitates the ink.

16. AGITATOR SHAFT SUPPORTS: There is a shaft support on each side of the Inker Housing for the Agitator Roller and Shaft. Shaft ends must coincide with the slots in the supports.

17. AGITATOR ROLLER PRESSURE ADJUSTMENT: Pull pin controls lock of this adjustment. Control is used to engage and disengage the Agitator Roller from the Ink Cylinder (14).

18. INK TRANSFER CARRIAGE: Contains three rollers and is used to transfer the ink from the Ink Cylinder (14) to the type. To remove cover for cleaning the Transfer Rollers, unscrew the 4 thumb screws and lift off cover.

19. INK TRANSFER ROLLERS: Three rollers which transfer the ink from the Ink Cylinder to the type.

TO ASSEMBLE THE SIGNPRESS, INKER AND TYPE

Your SIGNPRESS should be set up permanently in a convenient location where it is ready and available at all times for making signs. Our bench and type rack is illustrated in our catalog. If you did not include these items in your order, provisions should be made to set the SIGNPRESS on a rigid bench or table. If possible, arrange type trays directly back and above the machine—at least within easy reach to the side of the SIGNPRESS. Your work bench should provide sufficient space on top to lay lines of type for makeup and working space. The top should be 32" to 36" high.

Best results can be obtained if the temperature in the room being used is 65° to 72°. This permits better ink distribution which produces better impressions.

A. MACHINE BED

Step 1. Using a Phillips screwdriver, remove the two End Stops (1) from the end of the rails closest to the Card Gripper (3). Place to one side.

Step 2. With the Allen wrench provided in your unit, remove the two "L" Bracket End Stops found under the rails on either side of the Card Gripper (3) end of the machine. Place to one side.

NOTE: The Pressure Carriage (5) rides on eight sealed bearings (9) (wheels). In placing the Pressure Carriage (5) on the bed of the machine (10), the rails must go between the upper and lower sets of these bearings (9) on either side. (The bearings must encompass the rails.)

Step 3. With the Pressure Control Handle (7) in its upward position, grasp the Pressure Carriage (5) in both hands with the Pressure Dial Pointer (6) to your right.

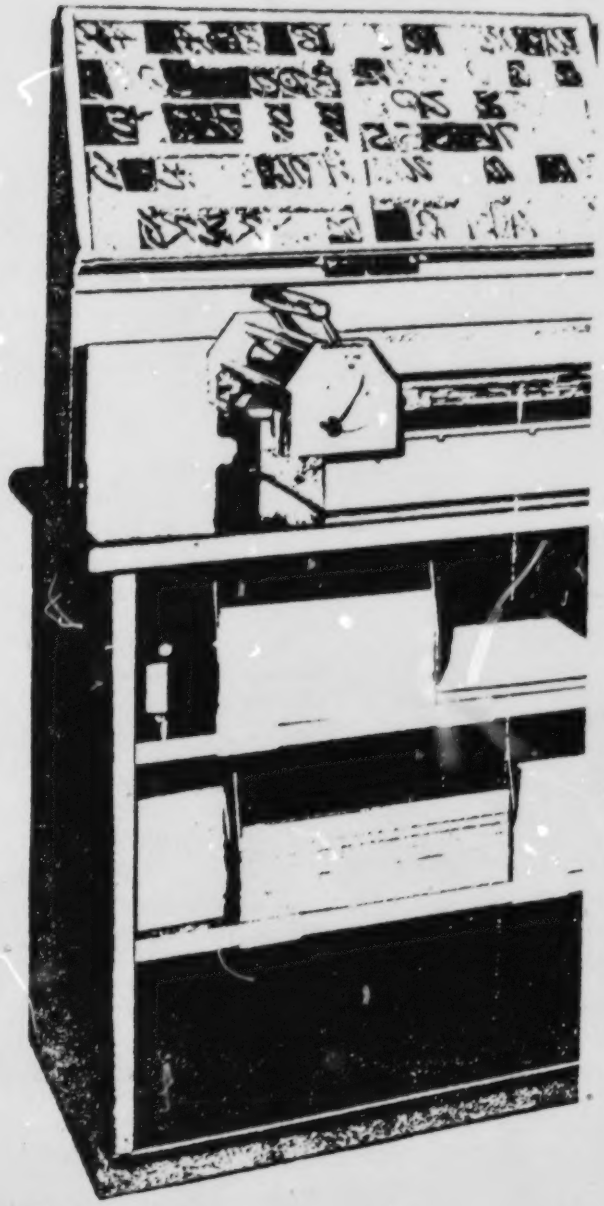
Step 4. Gently roll the Pressure Carriage (5) with the bearings (9) between the rails onto the Machine Bed (10) and to a point past the Gripper Assembly (3).

Step 5. The End Stops and "L" Brackets (1) may now be replaced and tightened.

B. INKER

Step 1. Grasp the Agitator Roller (15) with the squared end to your left.

Step 2. Position yourself at the end of the Inker Unit (13) which is open—that end with the Ink Cylinder (14) towards you with the electric motor behind the Ink Cylinder (14).



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Step 3. Place the Agitator Roller (15) on its diamond cut axle shaft in the Agitator Shaft Supports (16) in the front of the Ink Cylinder (14). Refer to the diagram on page 3.

Step 4. Place the Inker Unit (13) **UNDER** the extended rails at the end of the machine away from the Card Gripper Assembly (3). The Unit is properly aligned when it is flush with the machine and between the Inker Unit Alignment Guides (12).

Step 5. Put the cover of the inker unit in place by aligning the slots in its underside over the screw guides on either side of the rails.

Step 6. Remove the four thumb nuts from the top of the Transfer Carriage (18) and lift the top off. Remove and discard the two cardboard blocks from either end of the Rollers (19). Replace the top and thumb nuts.

Step 7. Place the Ink Transfer Carriage (18) with its three rollers on the rails. This is done so that the roller closest to the carriage edge is toward the Card Gripper (3).

Your new "Magnetic" SIGNPRESS Instant Inker should now look like the one shown in the master illustration. If for some reason it does not, review these assembly instructions again.

We have applied a thin coat of oil on the bed of the machine to protect the surface during storage and shipment. The machine and bed should be wiped clean with a dry clean cloth. To insure smooth movement of the carriage, the bearings and rails should also be wiped clean. It is advisable to keep a thin layer of oil on the machine when not in use.

C. TYPE

For your convenience, your type is arranged in its proper order and shipped in its type trays. If you should order additional type, or obtain type not in trays, start with "A" in the lower right hand corner and work left and across with the alphabet. Sometimes there is an oil film on the face of new metal type. It is advisable to wipe the metal type with a cloth dampened with type cleaner. This, however, applies **only** in the case of the metal type.

If you did not order the SIGN CENTER BENCH, you have been provided with easel type trays. These have legs attached which allow the trays to be placed in an upright position. Assemble each leg with the small machine bolt included with the set. If you have the SIGN CENTER BENCH, the drawers set on the shelf above and behind the machine when in use, and are stored in the lower right hand position of the bench. The type can be identified on the drawers with the labels provided.

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INFORMATION ABOUT YOUR TYPE

Only professional printer's type is used on the SIGNPRESS. Normally, sizes up to 72 pt. (1") are metal. Sizes over 72 pt. are "micro-precision" endgrain (rock) maple. Both are sharp characters that will produce good signs, and if properly cared for, will last for years. Signature cuts, illustrations in engraving plate form, and linoleum blocks may also be printed on SIGNPRESS.

Type furnished for use on SIGNPRESS has a groove milled in the base. This groove fits over the aluminum type bars on which the type is assembled, and holds the type in alignment for printing.

NOTE: Depending on size, type will either have a notch along the bottom side OR an air cell (opening on side of type).

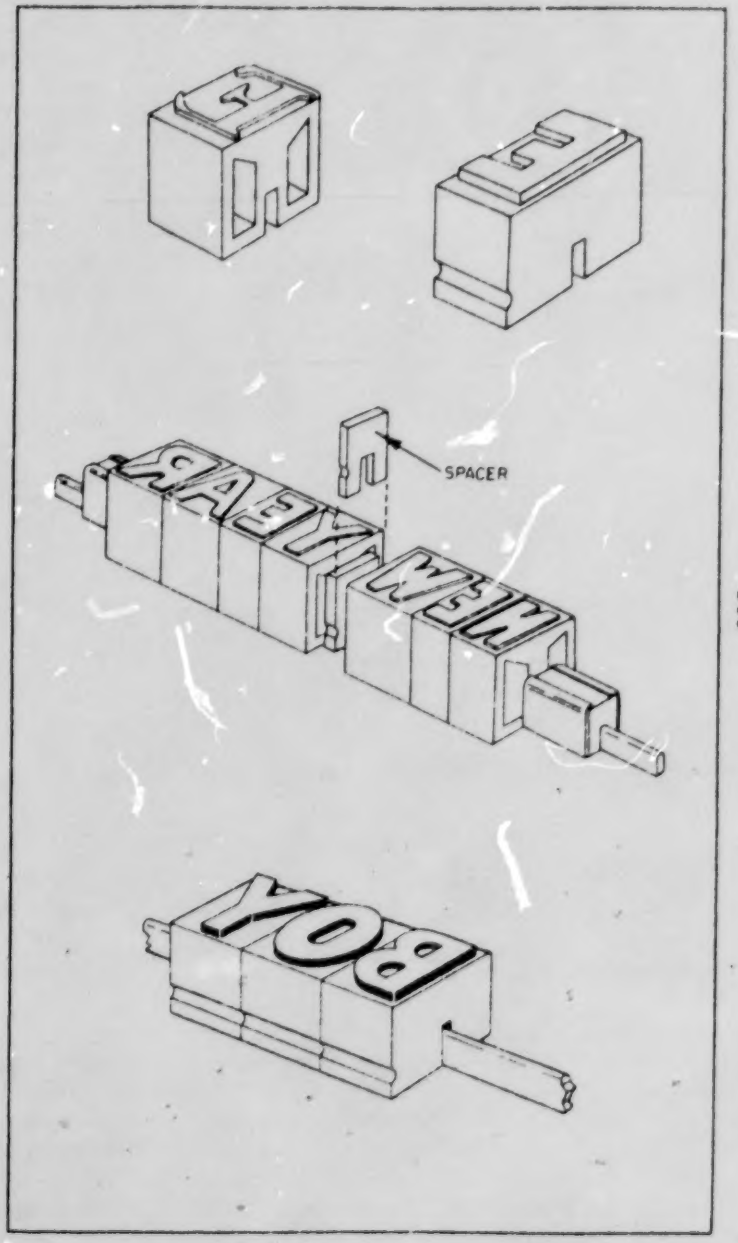
To correctly position type, the notch should always be at the bottom or toward you. On type with an air cell, the air cell should be on the right side as you face the type.

METHODS OF TYPE SET

METHOD #1. First, select the type bar long enough to hold the line you will print. Hold the bar in your right hand and pick the type from the type tray with your left hand. Select the type characters in the order in which you would spell the line, placing the first character over the bar next to your right thumb. Finish the line, always working to your left. The type will then appear on the bar in the correct spelling sequence, from RIGHT to LEFT. Spacers may be used in various combinations to get just the space you wish.

As each line of type is assembled on the bar, insert the ends of the bar in the alignment comb at each end of the SIGNPRESS. This enables you to run the type in straight lines on the printed sheet. If you prefer to print a line on an angle, place the line of type on the bed of the machine at the desired angle, without placing the bar in any notches (you may need to use one of the shorter bars).

METHOD #2. Place the type bars on the machine bed, inserting the ends of the bars in the notches of the type bar alignment comb. Insert the end of the bar towards the gripper assembly first, and then insert the other end of the bar in the corresponding notch, either at the end of the machine for large signs, or halfway position (alignment comb) for smaller signs. As the bars are placed on the machine, they should be placed at approximately the position you wish the type lines to



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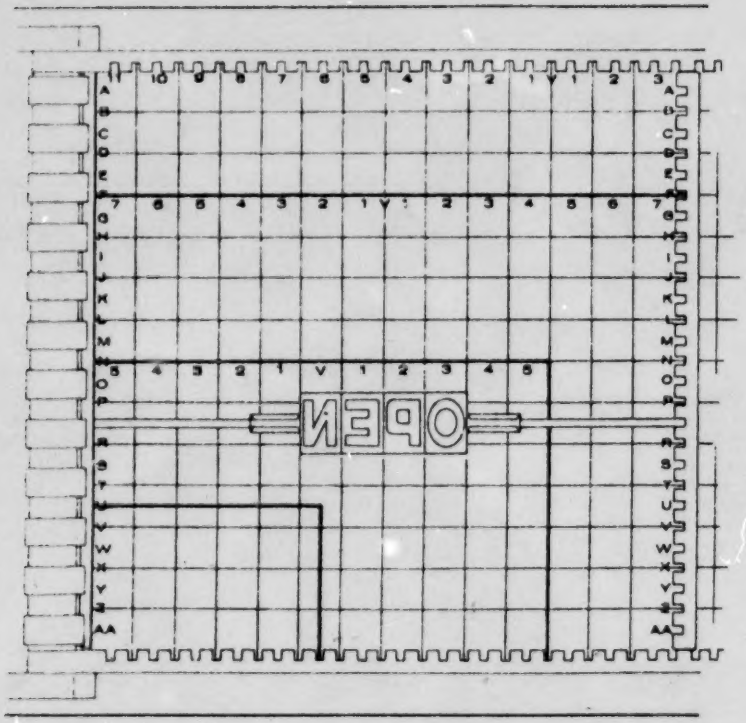


The line of type in illustration is centered on the 11" × 14" standard card size area.

appear on your layout. If the bars need to be moved to other notches, this is easily accomplished later. This is the most popular method because it leaves the type bars in place and requires only changing the type characters. Type characters are picked from the trays and placed over the bars already in place on the machine. Leaving the bars in place aids in making several signs of the same size which require the same essential layout but different words (copy). Select the characters you wish by taking them from the type trays just as you would spell the words being used. The characters are placed on the bars, just as they are spelled, from RIGHT to LEFT. To spell BOY, you would place the B first and the O next, placing it to the left of the B; Y would next be placed immediately to the left of O. Metal spacers are used between words. Spacers of various widths are supplied to achieve the desired spacing. If you wish to print lines on an angle, see how this is accomplished in method #1; however, angles can be used with the other steps of method #1.

MOUNTED CUTS (ELECTROS), PICTURES, LOGOS, etc.

Regular mounted cuts (electros) of pictures, logos, signatures, etc., that you would like to print may be printed on the SIGNPRESS, either alone or at the same time as type is being printed. These are regular mounted cuts used by any letterpress operation. They can be obtained locally from your engraver. See your newspaper or a letterpress shop to aid you in obtaining same. If they are unavailable in your area, we will be happy to obtain cuts for you. Such cuts may be placed on the machine and blocked in place with magnets around the perimeter of the "cut" in about four places. Any cut we supply in our catalog is grooved and may also be set over bars, the same as type. You may wish to have someone with a table saw groove your cuts; however, it is not at all necessary.

The same lock-up procedure as shown above is used for linoleum block, etc.

SPACING TYPE ON MACHINE AND LOCK-UP

The machine bed is marked with double lines to indicate STANDARD CARD SIZES (3½" × 5½"; 5½" × 7"; 7" × 11"; 11" × 14"; 14" × 22") depending on the size of machine you purchased. The finer lines help in spacing and proper alignment. Each fine line represents 1 inch. You will want your copy to appear within the heavy guide lines in just the same position as you wish to see it printed on the card or paper of the same size. In addition to the lines on the machine, you will see numbers and characters. We have established the center for the various standard size forms, which is represented by a "V" on the bed of the machine. From these centers, the 1" squares are numbered equally in opposite directions. These numbers allow instant centering of your lines of type. The

alphabet characters (A, B, C, D, etc.) are to assure a type bar is placed on the same notch at both ends AND to aid in placing lines of type in the same location from card to card.

After the type is on the type bar and placed on the machine, it may be properly centered by sliding it along the bar. While sliding the type pieces, observe the letter lines and numbers. When a line is properly centered (if you want it centered), the ends of the lines of type should end up in the same location in the like numbered squares. When type is located as you wish, lock in place by placing magnets at both ends of each line of type. Even after magnets are in place, the copy may be removed, if necessary.

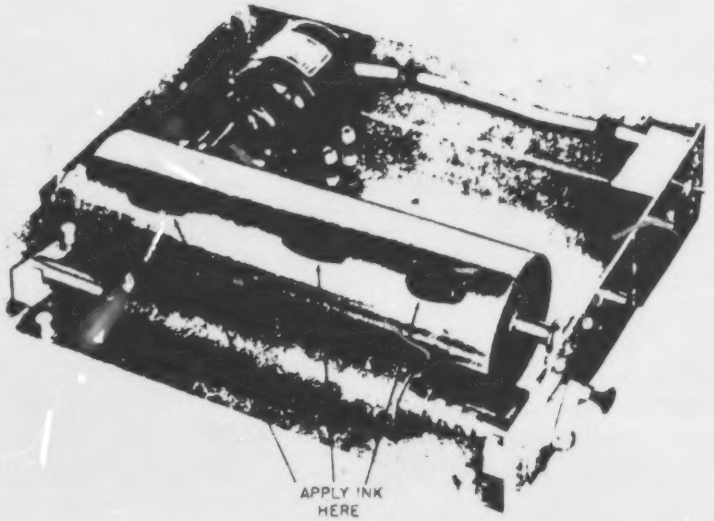
Each groove is identified with A, B, C, D, etc. The type bar should always be in identically marked grooves at both ends to have a straight line.

NOTE: Your machine is equipped with an alignment comb that is notched. The alignment comb should be placed in the holes located in the bed of the SIGNPRESS for making signs 14" in length, or smaller. This allows working with shorter bars. When using the machine for signs larger than 14", remove the alignment comb, which has studs on the bottom, and use the alignment comb at the far end of the machine to accept the long bars.

INKING WITH THE MOTORIZED "INSTANT" INKER

Squeeze approximately ½" of ink from the tube at each end of the Ink Cylinder (14) about 1" from the edge and about ½" ink in the center of the cylinder. Turn the motor on and lightly engage the Agitator Roller (15) by moving the Agitator Roller Pressure Adjustment (17) clockwise until the Agitator Roller (15) begins to "track". CAUTION: DO NOT APPLY TOO MUCH PRESSURE TO THE INK CYLINDER (14). The motor should run smoothly without any drag. If the motor seems to be pulling or dragging, back the adjustment dial one or two notches to lighten the pressure or until the dragging stops. If the Ink Cylinder (14) is not completely covered enough to "track" the Agitator Roller (15), repeat the inking operation using about ¼" of ink in each of the three previously inked places.

After the Ink Cylinder (14) is well covered, you are ready to ink the Transfer Carriage (18). This is done by passing the Transfer Carriage (18) over the Ink Cylinder (14). When inking the Transfer Carriage (18) for the first time, pause as each roller (19) comes in contact with the Ink Cylinder (14) to insure full and even coverage. Move the Transfer Carriage (18) the entire length of the bed of the



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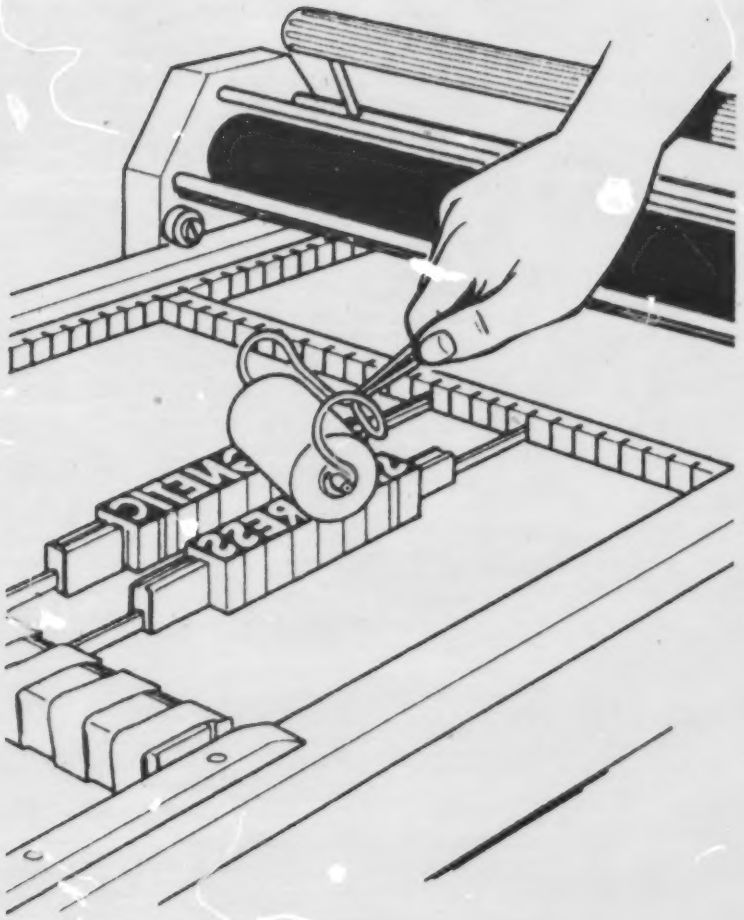


machine and return it to the inker section of the machine. For brand new type, you may have to do the above operation twice, after which one pass of the Transfer Carriage (18) is sufficient.

The Rollers in the Transfer Carriage (19) should make good contact with the Ink Cylinder (14). If good contact is not made, the inker unit may be raised or lowered by the two nylon adjusting screws located in the forward bottom portion of the Inker Unit (13). These screws may also be used to aid in leveling the Inker Unit (13).

CAUTION! There sometimes is a film of oil on the face of new type. If you have not cleaned the type face, do it before you attempt to print. This applies **ONLY** to the metal type. Wood type should never be soaked in type cleaner.

HAND INKING AND TWO-COLOR SIGNS

Squeeze about ½" of ink from the tube towards the upper edge of the ink platen. Use one of the brayers supplied, roll the brayer into a very small dab of the ink on the platen by merely touching the roller to the pile of ink slightly. Now work the inking roller back and forth towards the bottom of the ink platen, lifting the roller at the end of each forward and backward stroke. The roller will revolve and distribute the ink evenly over the brayer. When ink is evenly distributed, transfer the ink to the type with the inking brayer. Apply a thin uniform film of ink to the type. Roll the brayer over the type 2-3 times on a slight angle. For perfect coverage, roll it back and forth along the line of type as well as rolling top to bottom on each type face. The magnets will hold the type in place during this operation. If more than one color of ink is desired, merely prepare the other color or colors in the same manner as above and apply with separate brayers to the type you wish to print in color. When making more than one copy of a sign, you should re-ink the type after each sign.

Use as little ink as possible—it is much easier to correct under-inking (especially with our card gripper) than over-inking. REMEMBER—take only a very small amount of ink on the brayer, and be sure to roll it out well on the platen by lifting your brayer from time to time to help spread the ink evenly over the roller part of the brayer before applying to the type.

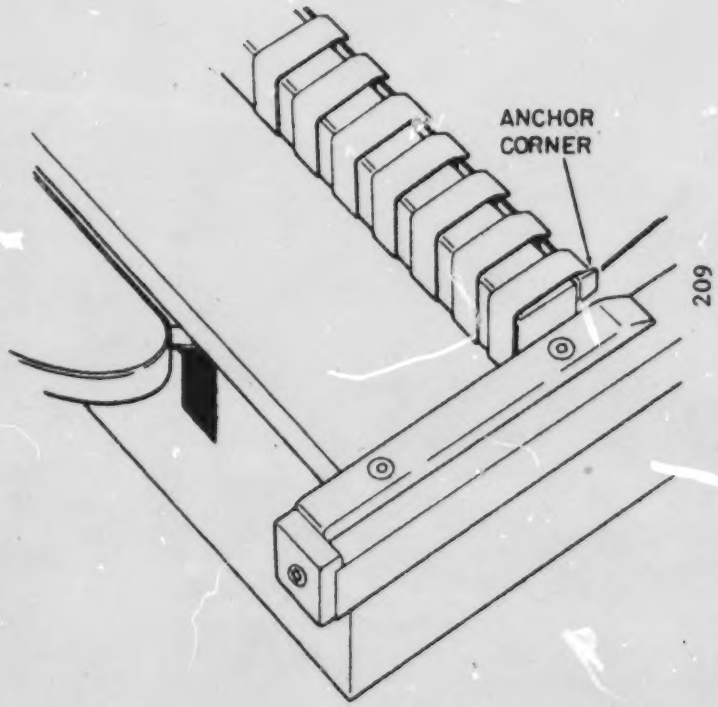
FOR TWO-COLOR SIGNS, USE THE FOLLOWING PROCEDURE:

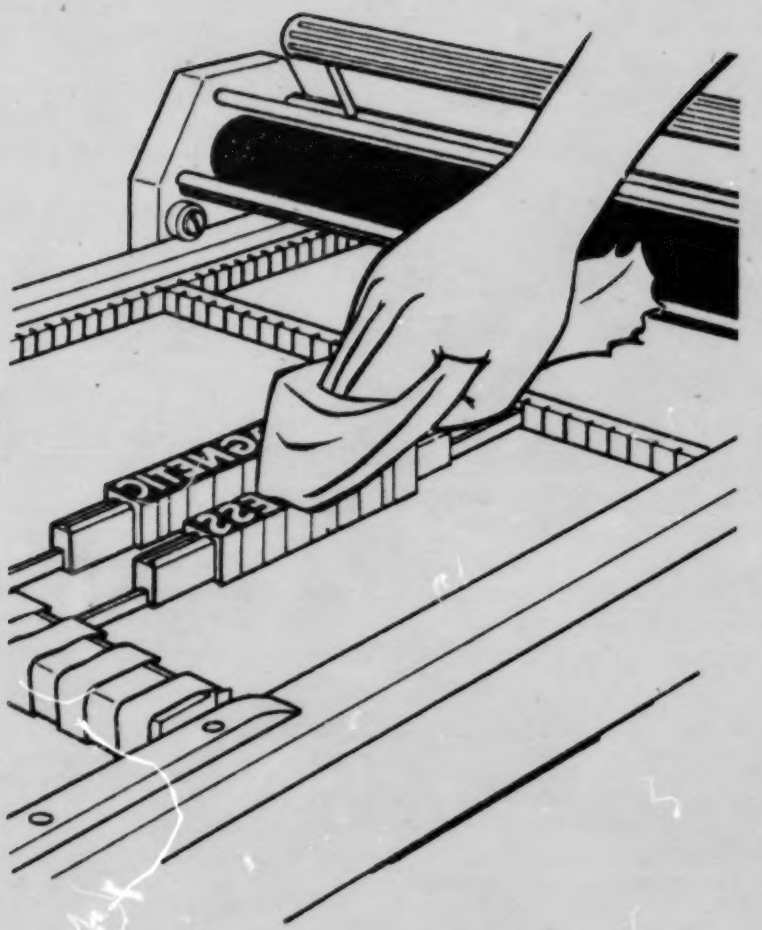
Remove from the bed of the machine the line of type which is to be the second color. Ink the remaining type on the machine with the Transfer Carriage. Replace

the line of type which was removed. Use a brayer and ink with the second color prepared in the same way as in the hand ink section.

STEP - by - STEP "How to Print"

1. Set type and lock in place (see section "Methods of Type Set").
2. Ink the Inking Unit, or prepare platen for Hand Ink (see section "Inking with motorized Inker, or Hand Inking and Two-Color Signs").
3. Set Pressure Dial Pointer (6) at corresponding position for thickness of card-stock.
4. Pull Transfer Carriage (18) across Ink Cylinder (14).
5. Continue down rails with the Transfer Carriage (18), across type, and to the stops on the Pressure Carriage (5).
6. Return Transfer Carriage (18) to rest position.
7. Depress Gripper Control Handle (2).
8. Insert cardstock in Gripper Assembly (3) and into the Anchor Corner (4).
9. Roll the Pressure Carriage (5) just past the Gripper Assembly (3).
10. Depress Pressure Control Handle (7).
11. Roll Pressure Carriage (5) to the end of the cardstock.
12. Release Pressure Control Handle (7).
13. Return Pressure Carriage (5) to rest position.
14. Lift loose end of cardstock up.
15. Depress Card Gripper Handle (2).
16. Remove cardstock.
17. For additional signs, repeat process from step 4.





CLEANING TYPE

Always clean type before removing from machine. The type will be cleaner to handle and it only takes a moment with a cloth moistened with type cleaner. After wiping the type clean, replace in trays in alphabetical order.

Use cleaner sparingly to avoid getting it on the bed of the machine. Type is much easier to clean right after using than if allowed to set for any length of time. By cleaning as you go, you will not have a big cleaning job at the end of the day or signmaking session. WOOD TYPE requires some caution. The printing surface of wood type has a highly polished finish. This finish can be ruined by some commercial type cleaners. We, for this reason, recommend SIGNPRESS Type Cleaner. To clean wood type, merely wipe it off with a cloth that has been dampened with the correct cleaner for the ink you are using. Wood type should not be saturated with cleaner. Liquids will get into the grain of the wood type and they may warp. Do not allow ink to dry hard on the surface before cleaning. Ink platens and brayers should also be cleaned at the end of the day with the same cleaner used for cleaning the type.

"CLEAN TYPE AND EQUIPMENT IS ESSENTIAL FOR PROFICIENT SIGNING"

CLEANING THE MOTORIZED INKING UNIT 210

NOTE: It is suggested that rubber gloves be worn to keep the hands clean during the clean-up operation.

The "No Wash-Up Spray" which was packed with your unit allows you to go 2-3 days without cleaning the inking unit. The spray should be used whenever the ink will be sitting idle for a period of time (overnight).

With the motor running, spray the Ink Cylinder (14) sparingly. Now disengage the Agitator Roller (15). Move the Transfer Carriage (18) over the Ink Cylinder (14), pausing to insure thorough coverage. Turn off the motor.

When you are ready to use the equipment again, turn on the motor, engage the Agitator Roller (15) and **LIGHTLY** spray the Ink Cylinder (14). If the first print shows bad ink coverage, add a small amount of ink to the center of the Ink Cylinder (14).

Clean-up of the unit is started by lifting the Transfer Carriage (18) from the rails and setting to one side. Pull the Inking Unit (13) away from the machine bed and remove the Agitator Rollers (15) by lifting out. Place the roller on newspaper for cleaning. Roll the Agitator Roller back and forth while sprinkling with type cleaner to remove the greater amount of ink. Wipe clean with a cloth moistened with type cleaner.

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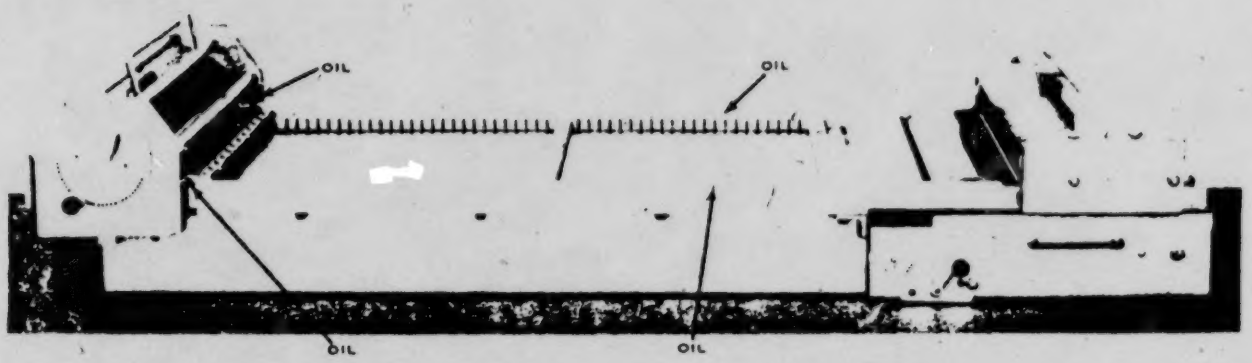


To remove the ink from the Ink Cylinder (14), start the motor and while the cylinder is turning, hold a cloth moistened with type cleaner against the cylinder. Note: Change the cloth when needed during this process. Turn the motor off and clean the ink spattered from the Inking Unit. Replace the Agitator Roller (15) in the unit.

The Transfer Carriage (18) is cleaned by removing the thumb nuts and top from the carriage. Lift out the three Rollers (19) and place on newspaper. Use the same cleaning procedure as with the Agitator Roller (15). Clean any portion of the carriage as needed, then replace the Rollers (19), top and thumb nuts. Set the Transfer Carriage (18) back onto the rails and your clean-up is completed.

Removing of ink on the Pressure Carriage or any other portion of the SIGNPRESS is accomplished by simply wiping with a cloth moistened with type cleaner.

CARE AND MAINTENANCE

Your SIGNPRESS Machine is ruggedly constructed to last a "business lifetime" if properly cared for. A drop or two of oil on each of the small rollers, at points illustrated above, is advisable every two or three months. At the same time, place a few drops of oil on each track and run the Pressure Carriage back and forth several times. This will loosen any dirt which has accumulated on the track. Wipe off excess oil and you will find the Pressure Carriage runs much easier.

We suggest a very thin coat of oil be applied with a cloth to the printing bed of the machine.

Place a drop of oil (light machine oil) in each port on the motor every six months.

MEMO

Subject: Preparing Show Cards

To: Promotion Department Personnel

From: Promotion Department Manager

After reading the following Training Reference, "Preparing Show Cards," complete the related Question Worksheet. Then prepare an appropriate showcard which features the store's next sales promotion. Check with the Merchandise Manager for copy information for your showcard.

PREPARING SHOW CARDS

An important part of every display is the show card. A show card is used to indicate price or brand name or to give other relevant information about the merchandise.

Larger stores usually employ specialists to make their show cards. In a smaller store, the person responsible for the display usually takes care of the job of lettering the show cards. If they make thumbnails (small, quick sketches), they can see how the finished show card will look. Generous margins, well-balanced copy, and larger letters for important copy will give the show card a professional look. The beginner can produce easy-to-read show cards by using either a lettering kit, stencils, or sign press machines.

Many show cards are white with black lettering. The use of any other color in the card or lettering is justified only if the finished show card remains easy for the customer to see and read. Most lighter

colors, such as yellow and pink are difficult to read in show cards.

The copy used on the card should be interesting, informative, accurate, and persuasive enough to influence the customer to buy. Written in simple language, the copy may state how the merchandise is used or the benefits the merchandise offers, or it may emphasize any other features of the merchandise that will appeal to the customers. Show cards in a window display often give the department and floor where the merchandise can be bought and also might contain the name of the store. Counter cards are show cards used with interior displays. They also contain good selling copy and the price of the merchandise might be indicated.

The decision concerning the use of show cards in a display may be made by the management. Some prestige stores prefer not to use show cards, especially if the card features the price of the merchandise. Prestige stores will often depend on the store's good name to convey the message to the customer.

It should be remembered that the show card is the "voice" of the merchandise. Hidden qualities or features in an article of merchandise can be described briefly on a show card. How many times have you passed an item in a window without going in to inquire more about it simply because the price was not shown and you did not want to be embarrassed by finding out that you could not afford the item? It is essential to include on the show card any information that will help sell the merchandise.

If price is the most important factor involved in selling a particular item, then price should be featured on the show card. If the construction features are vital to selling the item, this information should receive top billing. If the brand name is the most important

selling feature, this should be worked into the copy. If terms and conditions of sale represent an important selling feature, this information should be included on the card. A good rule when determining what should go on a show card is to remember to include any information, within reason, that represents an important selling feature of the merchandise. Put yourself in the viewer's place: What information would you need and want?

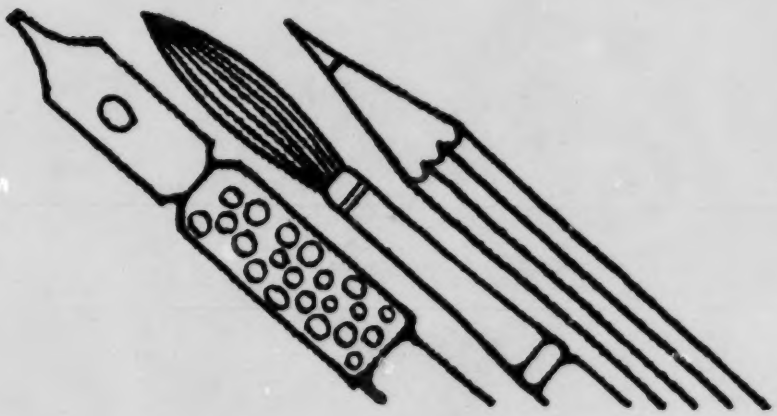
The use of show cards in self-selection displays is particularly important. Since stores that use self-selection displays usually have fewer salespeople, it is important that show cards tell the customers what they want to know about the merchandise.

Good ideas for show card selling copy are found in advertising copy and in the advertising and editorial pages of fashion magazines. Many magazines and trade papers present up-to-date information on products and fashions that can be adapted to provide relevant show card copy.

PREPARING SHOW CARDS WORKSHEET

DIRECTIONS: Answer these questions on a separate page of paper.

1. What is the purpose of a thumbnail sketch?
2. What are three factors that can give a professional look to a showcard?
3. When is the use of any other color but black ink on a white showcard justified?
4. Why are lighter colors such as yellow and pink not used on showcards?
5. What are characteristics of effective showcard copy?
6. What are counter cards?
7. What types of qualities or features of merchandise are described on a showcard?
8. What factor should be featured on a particular showcard?
9. What is a good rule to remember when determining what copy should go on a showcard?
10. Where are good ideas for showcards found?



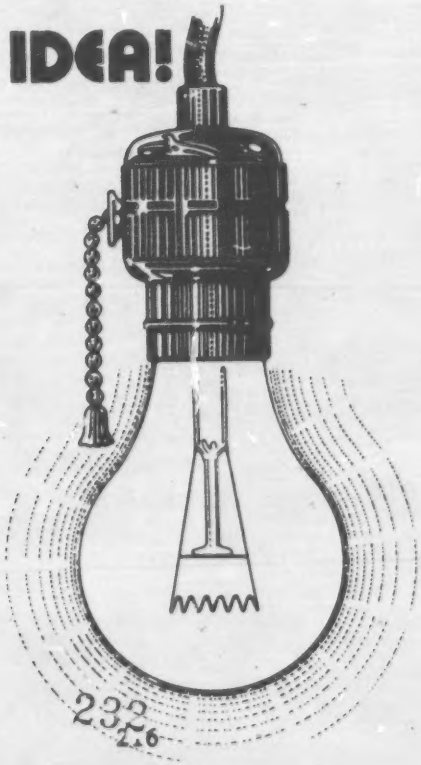
MEMO

Subject: Showcard Sign Layout

To: Promotion Department Personnel

From: Promotion Manager

A showcard can be the silent salesperson for a display. After you have completed your display sketch, you will need to plan the copy and layout for a showcard which will promote the Grand Opening Sale for our store. Include a sale theme, times and dates of the opening, merchandise and special events that will be featured. Read the Planning Copy for Point-of-Sale signs to consider guidelines to follow when designing your showcard. You may use either the sign-press or speed-ball, felt pen, ready flow, or rub-on letters for your sign. Contact your Promotion Manager or Store Owner for assistance with this project.



PLANNING COPY FOR POINT-OF-SALE SIGNS

Written copy should be kept to a minimum.

Decide what features of the product or theme are to be highlighted.

- price
- color
- use of product
- fashion
- style
- special feature

To whom does the copy appeal?

Design the copy to attract potential buyers.

Design the layout to be in harmony with product or service.

Copy usually is designed to emphasize one specific feature of service or product.

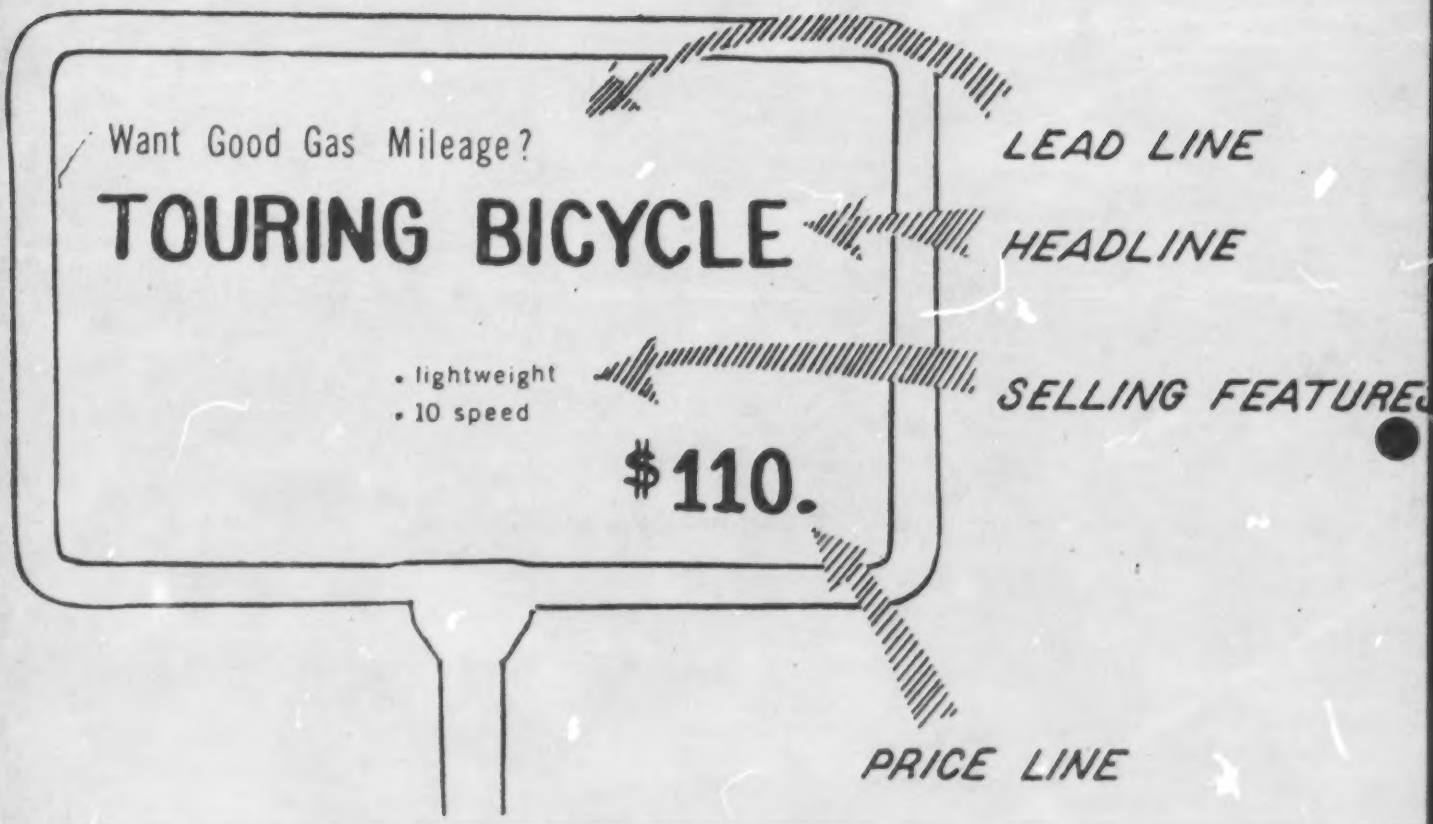
Support copy is usually designed to complement the emphasized feature.

Design margins to sufficiently eliminate over-crowded appearance of copy.

Design lettering to be coordinated with product or service.

- strong lettering for bold objects
- old style lettering for old objects

Use color in a complementary way. (Review Color Principles Training References.)


Want Good Gas Mileage?
TOURING BICYCLE
• lightweight
• 10 speed
$110.
LEAD LINE
HEADLINE
SELLING FEATURES
PRICE LINE

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MEMO

Subject: Preparing Mannequins for Display

To: Promotion Department Personnel

From: Promotion Department Manager

For our Grand Opening, we wish to use as many of our mannequins for window and interior displays as possible. Read the Suggested Procedures for Preparing Mannequins for Displays Training Reference. Complete the following Question Worksheet.

PREPARING MANNEQUINS FOR DISPLAY

The following activities are stated in general terms; therefore, it is important for you to carefully examine the mannequins which you are preparing for display to determine how to disassemble and clean them. Remember that mannequins are expensive display props and should be handled, disassembled and cleaned with care.

SUGGESTED PROCEDURES FOR PREPARING MANNEQUINS FOR DISPLAYS

Select a mannequin that will be appropriate to the theme of the display.

Write a list of clothing supplies and accessories that you will use for dressing the mannequin.

Assemble clothing and accessories from either the stock room or store department. (Know store and display department policy.)

Dust or clean mannequin according to the kind it is. (Manufacturer's instructions)

Disassemble mannequins in area that is designated by store and display department policy.

1. Clean your hands before disassembling.

2. Examine mannequin carefully to determine what sections can be dissembled.

3. If the wig can be removed, take it off and place it in a location where it will not be damaged. If the wig is a permanent one, cover the head with a plastic bag before dressing it.

4. If the arms and hands are removable, remove them and place them in locations where they will not be damaged. Design a system that will aid you in remembering which is the left and right arm.

5. Disassemble the upper section of the torso from the lower section by giving it a firm but gentle half twist and carefully lift the upper half away from the lower part of the body. This movement disengages the peg from the slot and permits you to lift the torso upward and out of the slot. This will facilitate the placement of the garment from the waistline upward.

6. Place the garment selected for the upper part of the torso on it.

7. Replace the arms, taking care that the right and left arm are replaced in the correct side of the mannequin. When inserting the arms through sleeves, take care that you do not scratch the mannequin with the assembly hardware of the arms.

8. Dress the lower half of the torso and reassemble with the upper half.

9. Replace the hands on the arms.

10. Carefully examine the dressed mannequin to see that clothing fits properly, making adjustments if indicated.

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SUGGESTED PROCEDURES FOR PREPARING MANNEQUINS FOR DISPLAYS

1. Before disassembling a mannequin you should _____.
2. If the wig is a permanent one, cover the head with a _____ before dressing it.
3. If the arms and hands are removable, remove them and place them where they will _____.
4. Disassemble the upper section of the torso from the lower section by giving it a firm but gentle _____.
5. Replace the arms, taking care that the right and left arm are replaced on the _____ of the mannequin.
6. When inserting the arms through sleeves, take care that you do not _____ the mannequin with the _____ of the arms.
7. Carefully examine the dressed mannequin to see that _____ _____ properly, making adjustments if necessary.
8. You should _____a list of clothing supplies and accessories that you will use in dressing your mannequin.

REMEMBER TO BE ESPECIALLY CAREFUL NOT TO BREAK FINGERS, NOSES, TOES OF ANY MANNEQUIN.

SUGGESTED PROCEDURES FOR PREPARING MANNEQUINS FOR DISPLAYS

1. Before disassembling a mannequin you should clean your hands.
2. If the wig is a permanent one, cover the head with a plastic bag before dressing it.
3. If the arms and hands are removable, remove them and place them where they will not be damaged.
4. Disassemble the upper section of the torso from the lower section by giving it a firm but gentle half twist.
5. Replace the arms, taking care that the right and left arm are replaced on the correct side of the mannequin.
6. When inserting the arms through sleeves, take care that you do not scratch the mannequin with the assembly hardware of the arms.
7. Carefully examine the dressed mannequin to see that clothing fits properly, making adjustments if necessary.
8. You should write a list of clothing supplies and accessories that you will use in dressing your mannequin.

REMEMBER TO BE ESPECIALLY CAREFUL NOT TO BREAK FINGERS, NOSES, TOES, OF ANY MANNEQUIN.

MEMO

Subject: Using Warm and Cool Colors

To: Promotion Department Personnel

From: Promotion Manager

Our store should be a learning laboratory where you can apply various principles of merchandise display. When planning your displays, selecting display merchandise, backdrops, props, signs, and lighting you should consider the effects that warm and cool colors have on customers. Read the Training Reference, Effects of Warm and Cool Colors, and complete the Answer Worksheet.

EFFECTS OF WARM AND COOL COLORS

Color stimulates an emotional response and emotions play an important part in the customer's buying decisions. For instance, yellow, orange and red are warm colors. Warm colors tend to come forward and are called advancing colors. They make an object look closer and larger than it is. Red velvet used as a chair fabric makes the chair stand out and appear closer than a chair covered in green fabric.

On the other hand, blue, green, and purpose are cool colors. Cool colors suggest relaxation and are called receding colors. They create the illusion of space by making objects look smaller and farther away than they actually are. A pair of dark-blue shoes will appear to be smaller than the same size shoes in white.

Each basic color usually suggests certain feelings, events, and concepts to people. This does not mean that every person sees colors

in the same way or reacts to them in the same way. But it does mean that the majority of people will tend to have somewhat similar reactions to certain colors. As a retail worker, knowing some of the general reactions and associations usually connected with specific colors will help you use color to influence customers.

Red is highly visible and suggests strong emotions. Red is traditionally associated with Christmas and Valentine's Day. But it is used best for accents of colors in displays and should be used in small quantities to lead the eye to the main feature of the display.

Blue suggests distance, air, water, and quiet, peaceful atmospheres. When used in displays, it often creates a feeling of pleasantness in the person who views the display. Darker blue creates a somber effect.

Yellow is a cheerful color suggesting sunshine and life. Yellow used against a dark background stands out more clearly and sharply than any other color in combination. This is the reason that price tags on sale merchandise frequently are yellow. Since yellow is so vivid, it is tiring if used in large quantities. Yellow is often used in a display where the light is poor.

Orange suggests Halloween, harvest time, warmth and vitality. Orange, like red and yellow, is best used in small quantities. It is an appetizing color that makes food and interiors more appealing.

Green suggests the calmness and freshness of nature and is very relaxing to the eye. Yellow-green tones combine well with yellow to produce a cheerful atmosphere. The cooler or bluish greens produce a more restful effect.

Purple is a deep, rich color that many people seem to associate with royalty, the mysterious, and the serious. Because purple has a

rather dull quality, its use is limited. It is used at Easter and sometimes in displays where a dramatic or rich effect is desired.

Black and white are the neutral colors. Together with brown, they are used in brightly colored displays to soften the bright effects.

EFFECTS OF WARM AND COOL COLORS

1. The warm colors are _____, _____ and _____.
2. The warm colors are also called _____ colors because they make an object look _____ and _____.
3. The cool colors are _____, _____ and _____.
4. Cool colors are called _____ colors and create the illusion of space by making objects look _____ and _____.
5. Red is highly visible and suggests _____.
6. Red is used best in _____ to lead the eye to the _____ of the display.
7. Blue suggests distance, air, water, and _____ _____ atmosphere.
8. Darker blue creates a _____ effect.
9. Yellow is a _____ color.
10. Yellow used against a _____ stands out more clearly than any other color.
11. Yellow is _____ if used in large quantities.
12. Yellow is often used in a display where the light is _____.
13. Orange is best used in _____ quantities.
14. Green suggests the _____ and _____ of nature and is very relaxing.
15. Purple is a deep, rich color people associate with _____, the _____, and the _____.
16. Purple because it has a rather dull quality, is used on a _____ basis.
17. Purple is used in displays where a _____ or _____ effect is desired.
18. Black, white, and brown are used in brightly colored displays to soften the _____ effects.

(ANSWERS) EFFECTS OF WARM AND COOL COLORS

1. The warm colors are yellow, orange, and red.
2. The warm colors are also called advancing colors because they make an object look closer and larger.
3. The cool colors are blue, green, and purple.
4. Cool colors are called receding colors and create the illusion of space by making objects look smaller and farther away.
5. Red is highly visible and suggests strong emotions.
6. Red is used best in small quantities to lead the eye to the main feature of the display.
7. Blue suggests distance, air, water, and quiet, peaceful atmosphere.
8. Darker blue creates a somber effect.
9. Yellow is a cheerful color.
10. Yellow used against a dark background stands out more clearly than any other color.
11. Yellow is tiring if used in large quantities.
12. Yellow is often used in a display where the light is poor.
13. Orange is best used in small quantities.
14. Green suggests the calmness and freshness of nature and is very relaxing.
15. Purple is a deep, rich color people associate with royalty, the mysterious, and the serious.
16. Purple because it has a rather dull quality, is used on a limited basis.
17. Purple is used in displays where a dramatic or rich effect is desired.
18. Black, white, and brown are used in brightly colored displays to soften the bright effects.

MEMO

Subject: Preparation of School Newspaper Ad for the Grand Opening

To: Promotion Department Personnel

From: Promotion Manager

Our Grand Opening is scheduled for next Friday. We need to determine a theme for the opening, special merchandise we will feature, price breaks for certain merchandise, a special promotional attraction to get customers to come to the store, and a short plug for the Model/School Store.

Read the following Training Reference entitled "Considerations in Layout Development" and "Elements of a Layout." Complete the Worksheet for both Training References before you begin planning and sketching your ad layout and copy.

Hand in your rough draft ad layout on a separate sheet of paper. Write out all copy (headlines, logo, prices, merchandise features, etc.) on a separate sheet of paper. Indicate by a letter code system (A,B, C,D,etc.) where specific copy will be placed on the ad layout.

CONSIDERATIONS IN LAYOUT DEVELOPMENT WORKSHEET

1. Several important concerns to keep in mind as the layout is planned are strategy or objectives of the ad, the needs, wants, values of the intended readers, and the mood or atmosphere to be generated by the ad.

2. You can develop an advertising strategy by thinking of the purpose of the promotion.

3. The needs and preferences of potential ad readers will have a bearing on the amount of emphasis you'll want to give to the headline, illustrations, and the body copy.

4. Moods are suggested through illustrations, headline typeface and size, symbols, borders, and the allocation of white space.

5. Headlines, copy, and illustrations are the main elements of a layout design.

6. Unprinted areas within the boundaries of an advertisement is white space.

7. When little white space is left the impression is one of excitement or bargain announcements.

8. Type is selected from a catalog showing different styles and sizes of type available.

9. Borders are especially appropriate for small ads.

10. Borders unite the parts of the ad and attract attention of the reader.

11. Logotype carries the name of the store and are often a design.

12. The logo appears in approximately the same place in every store ad.

CONSIDERATIONS IN LAYOUT DEVELOPMENT

Given the product or service to be promoted, the purpose, and the alloted space for the proposed ad, there are several important concerns to keep in mind as the layout is planned. These are the strategy or objective of the ad; the needs, wants, and values of the intended readers; and the mood or atmosphere to be generated by the ad.

Advertising Strategy. An advertising strategy is a statement of the specific objective of the ad--the selling problem to be solved. For example, a raincoat ad with a headline, "Put Some Sunshine into a Rainy Day" gets to the point and achieves its purpose. It helps keep the thrust of the ad practical and geared toward selling. You can develop an advertising strategy by thinking of the purpose of the promotion. And your strategy can also be used as a guide to see whether the ad achieves what was intended.

Intended Readers. The needs and preferences of potential readers of the ad will have a strong bearing on the amount of emphasis you'll want to give the headline, the illustrations, and the body copy. For example, if you're preparing an automobile ad intended for the average customer, you might plan to have the ad contain more illustration than copy. But if your ad is aimed at a car buff, you might want to give considerable space to detailed copy. So the size of the illustration, the style and size of type in the headline, the use of white space, and so on are chosen in relation to the intended readers of the ad.

Mood of the Ad. As a layout specialist, you must keep in mind the mood that the ad should establish. For example, a festive mood such as that of the Thanksgiving holiday calls for a different layout than one that involves economy. Moods such as joy, excitement, luxury, patriotism, and generosity are suggested through illustrations, headline typeface and size, symbols, borders, and the allocation of white space.

ELEMENTS OF A LAYOUT

As a layout specialist, you decide how much emphasis each element of an ad is to receive and how these elements should be arranged in the alloted space. Headlines, copy, and illustrations are the main elements of a layout design. They are supported by the imaginative use of white space, the size and face of the type, the borders, and the logotype.

White Space. The term used for the unprinted areas within the boundaries of an advertisement is white space. White space is empty space, but it has its own impact in a design. When a design leaves much white space around the copy, the impression is one of exclusiveness or special importance. This is a technique often used in ads for higher-priced merchandise. When little white space is left and the ad is filled with type and illustrations from border to border, the impression is one of excitement or bargain announcements.

Type. Sizes and styles of type, or typefaces, are chosen to suit the mood or impression the ad is to give. These are picked from a catalog showing the styles and sizes available from a particular typographer or printer. The right type makes the ad both readable and interesting.

Border. Often the borders of an ad are left as white space (newspapers and magazines always put a thin line between ads and editorial matter anyway). But sometimes a layout can be given more impact through the use of a border. The use of the same border for each ad may help readers to identify the sponsor quickly. Borders are especially appropriate for small ads, which may appear on the printed page with a number of other ads. Borders unite the parts of the ad and attract the attention of readers.

Logotype. The logotype, sometimes called the "logo," carries the name of the store and frequently a design symbolic of the firm. Many retailers combine other essential information with the logo. They might include opening and closing hours, addresses and telephone numbers of affiliated stores, and a statement about the acceptance of telephone and mail orders.

To many shoppers, the logo serves as a signal as to whether or not the ad is worth reading. A distinctive logo creates an identity and personality for a retailer.

The location of the logo in an ad is usually a matter of advertising policy. The logo appears in approximately the same place in every ad prepared for the store.

Add your own . . .

Learning Activities

1. Visit feeders schools within the community to promote the high school program.
2. Write ads for student publications and/or community papers.
3. Conduct a student-exchange between stores for ideas.
4. Construct a kiosk (sign pillar) made with cardboard boxes.
5. Construct a school store sign to advertise the store.
6. Make signs for other organizations for a fee.
7. Plan radio spots for the school store in daily school announcements.
8. Write public service announcements for local stations.
9. Develop ads for other classes or clubs for fund-raising campaigns.
10. Promote and display products produced or made in other programs . . . graphics, horticulture, art, etc.

Developed by the Michigan Marketing & Distributive Education Curriculum Committee

For the ADVERTISING AND DISPLAY function

Add your own . . .

Store Ideas

1. Allow students to be guest speakers at civic clubs.

2. Prepare a slide show to promote the school store and its over-all program.

3. Guess the number of "jelly beans" in a gallon jar for an Easter promotion.

4. Conduct "sandwich board" advertising campaign.

5. Obtain a mystery person who gives a token away if identified which can be exchanged for products, etc.

6. Use display areas in other areas of the building. Home economics, English, History, etc.

7. Allow students to wear a store uniform with a store logo to advertise the store.

8. Collect 60 second television commercials from television stations to splice into one long film.

OPERATIONS & FINANCE DEPARTMENT

MEMO

DON'T KILL TIME!

Subject: Maintaining Employee Timeclock Records

To: Operations and Finance Personnel

From: Operations and Finance Manager

The Operations and Finance Department is responsible for maintaining and computing the hours worked in the store as recorded by the store time clock. The purpose of having a time clock in our store is to facilitate hour and wage computations.

Read the Training Reference, Time Cards and Time Clock Policies. Study the completed sample Employee Compensation Record. Notice how the various columns are recorded and computed. Obtain from your teacher the current federal and state income tax withholding tables and social security withholding tables. Using the blank Employee Compensation Record, compute the net pay for the following employees:

Ray Jones - Worked 2 hours each day on M, W, T, F, $3.25 regular rate of pay.

Sally Smith - Worked 3 hours each day on M, T, W, T, F, $3.50 regular rate of pay.

Bill Smiley - Worked 1 hour M, 2 hrs. T, 4 hrs. W, 1 hr. T, 2 hrs. F, $3.25 regular rate of pay.

Nancy Olson - Worked 2 hours each M, T, W, 3 hours T, 1 hour F, $3.75 regular rate of pay.

TIME CARDS AND TIME CLOCK POLICIES

A record of your working hours is kept on a time card that you punch "in" and "out" when beginning and ending work. The time clock is located _____

Time cards are kept in "in" and "out" racks next to the time clock. Your time card must always be stored in the card racks except, of course, when you are punching in or out. (The position of the time cards in the racks tells the Store Manager and other store staff who and how many people are working in the store at any given moment.) Your department manager or instructor will explain the mechanics of this method of record-keeping before you begin work.

Five important rules regarding time cards must be carefully observed by all time card employees.

1. All time card employees will punch in when starting work and out when quitting work (during regular or special hours).

2. Under no condition may an employee punch another's card or allow the card to be punched by someone else.

3. Time cards are punched starting at the bottom.

4. Any mis-rings or mistakes on your time card must be corrected and ok'd by the Store Supervisor or personnel manager. If a time card is not complete you will lose credit for the time worked.

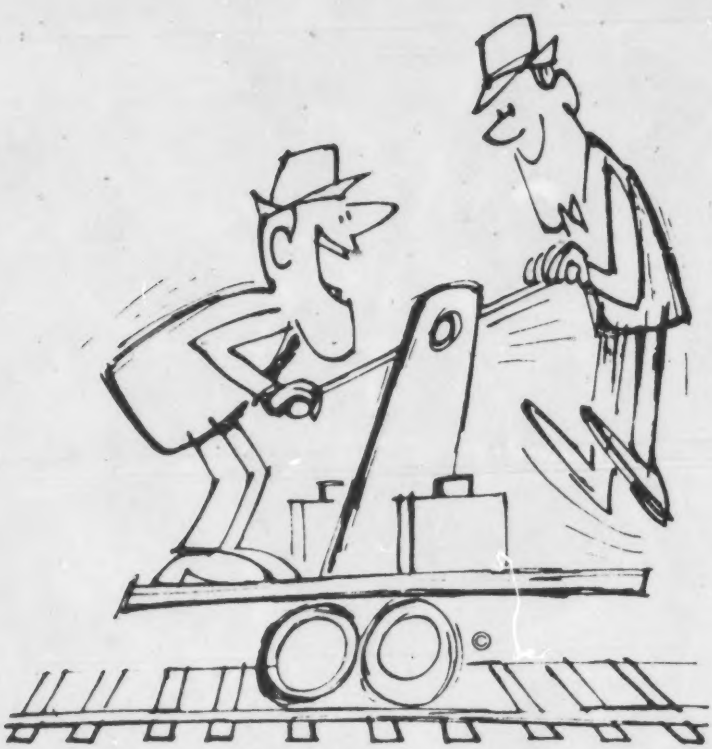
5. Before punching out, your assigned store number must be written in on the left of your time card. Failure to do so will mean your time will not be counted.

6. There is a leeway of 5 minutes preceeding your scheduled starting time and after your scheduled quitting time during which you may punch your time-card. No employee may punch in before 5 minutes of his/her scheduled time to work or 5 minutes after his/her scheduled time to end work without approval from the department manager.

7. An employee must be in the store <u>and working</u> if he/she has punched in. You may not leave the store or classroom lab area without the permission of your Store Department Manager.

Complete the following payroll register.

PAYROLL REGISTER														
Name	Ex-emp-tions	Time Record					Total Hours	Hour Rate	Total Earn-ings	Deductions				Net Pay
		M	T	W	T	F				FICA*	Income Tax*	Other	Total	
							Totals							



Getting There

IS Half

The FUN!

"DON'T BE PART OF THE CARGO. BE A MEMBER OF THE CREW."

MEMO

Subject: Posting Individual Stock Control Cards

To: Operations and Finance Department Personnel

From: Operations and Finance Manager

Every week the Stock Record Control Cards must be posted (recorded) so that we can determine the current on-hand status of our merchandise. Two major sources of information are available to enable us to do this posting. The Merchandise Receiving Records tells us the type and quantity of merchandise orders that have been received into the store. The date, order number, and quantity received is recorded on the left hand columns of the appropriate Stock Control Card. The sales checks or torn off lower halves of price tickets tell us the items that have been issued (sold). The difference between the received (+) and issued (-) for a particular date (or week) is added or subtracted to the last balance of the item.

Using the Stock Control Cards on the following page, it is our responsibility to post these records so that they are all current each week. You should develop a schedule of posting certain lines of merchandise each day if sales are very heavy or you should post all entries each day when sales are lighter.

STOCK CONTROL CARDS

Every item in the store has one of these control cards. Each merchandise item is posted weekly. It records the date and quantity of the item received and the same information on merchandise moved from the stockroom to the sales floor (issued).

ARTICLE			SIZE UNIT			MAX. MIN.	LOCATION	STOCK NO. 73

RECEIVED			ISSUED			BALANCE	RECEIVED			ISSUED			BALANCE
DATE	ORDER	QUAN.	DATE	ORDER	QUAN.		DATE	ORDER	QUAN.	DATE	ORDER	QUAN.	

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MEMO

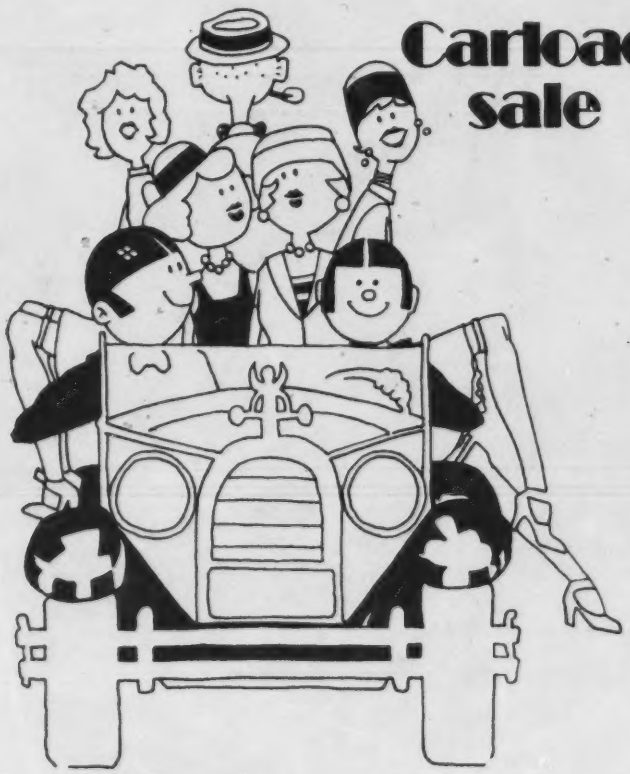
Subject: Maintaining Receiving Reports

To: Operations and Finance Department

From: Operations and Finance Department Manager

Maintaining the Receiving Reports is an important responsibility of the Operations and Finance Department. This report is required so that our Stock Control Cards can be posted on a current basis.

You should open and examine each shipment received into the store. If there are any damaged or missing items you should record the numbers in the appropriate columns. Call these discrepancies to the attention of the Merchandise Manager.



RECEIVING REPORT

Date	Invoice #	Company & Address	Items Ordered	Items Received	Items Short	Items Damaged	Initials

MEMO

Subject: Use of Charge Slips, Credit Vouchers, Over Ring Form, Refund Slip, Due Bill, Lay Away Form, Lay Away Tag

To: Operations and Finance Personnel

From: Operations and Finance Department Manager

The above forms apply to various operating and financial records and procedures that our store could use. Study each form and explain the advantages to our store of offering these customer services to store employees at our next store meeting.

REFUND SLIP

A refund slip is used to make the cash register come out even.

1. Fill in customer name, address, and reason for returning.
2. Write item or items and amount.
3. Fill in subtotal, add tax and arrive at the total.
4. Have the customer sign.
5. Have it approved and initialed.

REFUND SLIP	
NAME _____	
ADDRESS _____	
REASON FOR RETURNING _____	
DATE OF RETURN _____	
ITEMS	AMOUNT
Subtotal	
Tax	
TOTAL	
SIGNATURE _____	

DUE BILL

This type of due bill should be used in the school store.

1. Fill in name, item returned and reason for returning.
2. If they have the receipt fill in the receipt number.
3. Write amount the customer receives.
4. Write out the cash money (i.e. -- four dollars and 98/100).
5. Have it approved and fill in the date.

DUE BILL

Fill out in duplicate -- original in register
duplicate to customer

Name _____

Item Returned _____

Reason Returned _____

Receipt Number _____

(attach receipt to the original of this sheet)

Due Amount $ _____

_____ and _____/100

Approved by _____

Date _____

VOID AFTER 30 DAYS

customer's copy

CHARGE SLIP

If you choose to use credit, here is an acceptable charge slip which can be used.

The procedure for the use of this charge slip is as follows:

1. Fill out top form: customer's name, address, telephone number and homeroom number
2. Fill in date, cashier's name, student ID number, and the credit terms which are to be used.
3. Fill in items, quantity and price. Then add tax and total.
4. You then have the customer sign the charge slip.

CHARGE SLIP

Name Sharon Timbers

Address 372 Valley View Drive

Telephone 866-2894 Homeroom No. 212

DATE	CASHIER	STUDENT ID	TERMS
12/12/73	Sue L.	93621	$2.00 weekly

QUANTITY	ITEM	@	PRICE	
1	animal candle	2.00	2	00
2	8-track tapes	2.25	4	50
		Tax	6	50
				26
		Subtotal		
		252		
		TOTAL	6	76

X _____

Customer's Signature

office copy

spindel copy

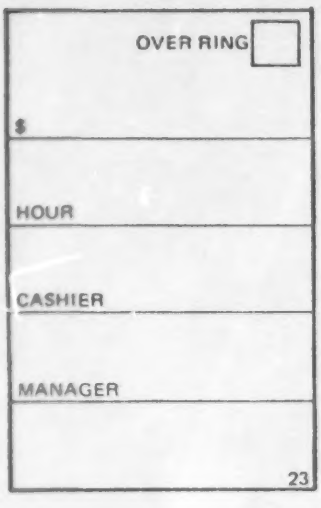
customer copy

CREDIT VOUCHER

CREDIT #

Credit Voucher	Dept.	Clerk Initial	
QUAN.	Stock Number	Description	Unit Cost	AMT.
DATE	Reason for Return		Sub.T TAX	
* Customer Signature			Total Credit	

OVER RING FORM



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LAYAWAY FORM

Presented here are two layaway forms. One is a customer layaway and the other is an associate layaway.

CUSTOMER LAYAWAY

1. Fill in the claim number, claim date and the customer's name.
2. Fill in the original price.
3. Fill in the amount paid down and then the balance.
4. On the back fill in the items and prices, then add to get the subtotal, compute tax and write total.

LAYAWAY

Customer's Name John Williams

Address 6699 East Livingston

City, State Reynoldsburg, Ohio 43068

Telephone Number 866-6375

Claim Number	Claim Date
1001	12-1-73

ORIGINAL PRICE $20.80

PAYMENT $10.00

BALANCE $10.80

EMPLOYEE LAYAWAY

1. Fill in the name, date and claim date.
2. Fill in items and amount.
3. Add to get subtotal.
   a. Subtract discount to arrive at subtotal.
   b. To subtotal, add tax to get your total.
   c. Subtract deposit to arrive at the balance.
4. On the back, write each payment and the balance after it is subtotaled.

(front)

Name	Date	Claim Date
Items		Amount
	SUBTOTAL I 20% DISCOUNT SUBTOTAL II TAX TOTAL LESS DEPOSIT BALANCE	

(back)

PAYMENT	BALANCE
1.	
2.	
3.	
4.	
5.	
6.	
7.	

LAY AWAY TAG

04505 **LAY-AWAY**

NAME _____

ARTICLE _____

04505

NAME _____

ADDRESS _____

ARTICLE _____ S. P. _____ LOT No. _____

PRICE

DATE	PAYMENTS		BALANCE	

TAX

TOTAL

DEPT. No.

04505 **LAY-AWAY**

ARTICLE _____ S. P. _____ LOT No. _____

PRICE

DATE	PAYMENTS		BALANCE	

TAX

TOTAL

DEPT. No.

MEMO

Subject: Maintenance of the Daily Balance Slip, Daily Department Sales Summary, Purchases, Want Slip, Void Slip, and Employee Discount Forms

To: Operations and Finance Personnel

From: Operations and Finance Department Manager

The above forms may all or in part be used in our store at a given time. It is the responsibility of the Operations and Finance Department to explain the use of these forms at our next store meeting and to maintain these records in our store accounting records system.

Study these forms and be prepared to explain them at our next store meeting.

DAILY BALANCE SLIP

Checkers - Cashiers _____

Shift _____ Date _____

CHANGE FUND	Dollars	Cents
Total Sales Indicated on sales slip		
Total Sales and Change Fund		
Less: Voids, refunds, paid-outs		
Net cash to be accounted for		
Denominations of money Pennies Nickels Dimes Quarters Halves Currency Checks		
Total cash and Checks in Drawer		
Short or Over		

Date _____

DAILY SUMMARY

DEPARTMENT		A M SALES		P M SALES		TOTAL SALES	
CARDS	1						
FOOD	2						
GIFTS	3						
JEWELRY	4						
RECORDS & TAPES	5						
CLOTHING	6						
VENDING	7						
TOTAL							

PURCHASES

NAME OF VENDOR	AMOUNT		INVOICE NUMBER

VOID SLIP

The second example is filled out as follows:

1. First line, the date is placed.
2. Second and third lines are used for the voided amount and the corrected amount of the sale.
3. On the fourth and fifth lines, the reason for void is written.
4. On the sixth line, the cashier places his or her signature.

VOID SLIP

DATE February 20, 19--

AMOUNT VOIDED $7.00

CORRECTED AMOUNT $ .70

REASON FOR VOID Punched wrong register key

CASHIER'S SIGNATURE Ann Baxter

EMPLOYEE CASH DISCOUNT FORM

This is a form used for employee discounts. It is completed as follows:

1. Fill in tne employee's name and date.
2. List the items purchased and their prices.
3. Subtotal the amount and subtract their discount.
4. Subtotal once again, and add the sales tax. This is your total.
5. Close the sale by having the employee sign the discount the sheet.

EMPLOYEE CASH DISCOUNT	
NAME _____	DATE _____
ITEMS	PRICE
	Subtotal Less 20% Discount Subtotal Sales Tax TOTAL
EMPLOYEE SIGNATURE _____	

WANT SLIP

DATE _____

EMPLOYEE _____

Please list below any item called for by a customer for goods not in stock, even though the item is on order. Do this immediately after the customer has left.

ITEM CALLED FOR (SIZE, SHAPE, PRICE, COLOR)	QUANTITY ASKED FOR	ARTICLE SUBSTITUTED

VENDOR (if known) _____

CONTROL NUMBER (if known) _____

These are two examples of void slips which can be used effectively in your store.

The first example is filled out as follows:

1. Write in cashier's name and sales number.
2. Write in voided amount.
3. Write in the reason for the void.
4. On the next three lines signatures are required. On the first line, the customer's signature is taken; second line, cashier's signature is written and on the third line, the manager's signature is written.
5. The last line is reserved for the date.

VOID SLIP

VOID SLIP

CASHIER'S NAME Sandy Winters

SALE NO. 725

AMOUNT VOIDED $0.24

REASON VOIDED Charged the wrong amour' of tax.

X Dave Trimmer
CUSTOMER'S SIGNATURE

X Tim Jones
MANAGER'S SIGNATURE

X Sandy Winters
CASHIER'S SIGNATURE

12/11/--
DATE

Office Copy

COPY

MEMO

Subject: Maintenance of a Buyer's Resource File

To: Operations and Finance Personnel

From: Operations and Finance Manager

As we receive merchandise from various vendors (suppliers) we need to maintain information regarding the name, address, terms, delivery time, prices, freight costs, merchandise ordered, etc. This information saves time when future orders or correspondence is directed to these vendors. As our purchase orders are received, record the above vendor information on these forms. File these forms in alphabetical order for easy location.

BUYERS RESOURCE FILE

CROSS REFERENCE _____

VENDOR _____

_____

_____

VENDOR NUMBER _____

MERCHANDISE _____

STOCK NUMBER _____

CONTACT _____

TERMS _____

_____

FREIGHT:

FOB _____

VIA _____

COST OF MERCHANDISE:

PRICE _____

PER _____

DISCOUNTS _____

_____

DELIVERY TIME _____

MINIMUM ORDER _____

RETAIL:

SUGGESTED _____

MARK UP _____

Put on 5" X 8" index file cards for handy reference. File alphabetically by vendor's name

MEMO

Subject: Taking a Physical Inventory of Merchandise

To: Operations and Finance Personnel

From: Operations and Finance Manager

It is very important that we have an accurate record of all the merchandise physically on hand in our store. To expedite the taking of our physical inventory we will organize our Operations and Finance Department Personnel into teams of two. One employee will be the "Caller" who will call off merchandise information from our price tickets, bin tags, labels, etc. The second employee will be the "Recorder" who will write down information called off on the Store Physical Inventory Record. Note on the record that the tally space provides space for the recorder to make tally marks for multiple items of merchandise. The Quantity Column is the space provided to record the total of the tally marks. The item cost will have to be obtained from purchase order records or from decoding the cost codes on the price tickets (if used). Extend the value at cost and retail of each item of merchandise by multiplying the quantity times the per item costs and retail prices. Note the condition of the merchandise in the remarks column. Turn in your completed Physical Inventory Records to the Operations and Finance Manager.*

* Note: You may wish to use another type of Inventory Form. The attached inventory forms list an extensive number of merchandise items which you may consider ordering for your store.

STORE PHYSICAL INVENTORY RECORD

CALLER _____ DATE _____

RECORDER _____

Stock Number	Item Description	Tally	Quantity	Per Item Cost Price	Per Item Retail Price	Extensions		Remarks
						Value Cost	Value Retail	
TOTAL								

Vir

INVENTORY

LOCATION _____ MONTH ENDING _____

TAKEN BY _____

QUANTITY	DESCRIPTION	IND PRICE	EXT PRICE
	Mead 3 Subject Notebook 06-9900		
	Mead 3 Subject Notebook 06-7854		
	Magicians MCC Spiral Notebooks		
	Mead Spiral Notebook 06-6432 "Friends of the Earth"		
	Westab Spiral Assignments Notebook No. 6349		
	Mead Notebook 05-5480		
	Mead Critter Sitters Notebook 05732		
	Mead Critter Sitters Portfolio 33298		
	Mead Critter Sitters Memo Book 45-4420		
	Mead Critter Sitters Steno Notebook 43300		
	Mead Stenographer's Notebook 43-4206		
	Mead Stenographer's Notebook Sight Saver 43-3202		
	Hytone Colored Notebook Paper 16-4000		
	Mead Notebook Paper 15-1110 Wide Ruled		
	Mead Notebook Paper 15-3110 Wide Ruled		
	Mead Notebook Paper 17-5114		
	Mead Erasable Bond Typing Paper 38-7160		
	Mead Typing Paper 38-5510		
	Mead Typing Paper 38-3110		
	Mead Writing Tablet Unruled 70-4602		
	Mead Official Legal Pad 59-6234		
	Mead Legal Pad 59-6226		
	Mead Index Cards 63-1500 4"x6"		
	Mead Index Cards 63-1400 3"x5"		

QUANTITY	DESCRIPTION	IND PRICE	EXT PRICE
	Zip-All Ring Binder Pocket (Angler's Co.)		
	Magicians MCC Portfolio		
	3 Ring Binders		
	Westab "The Organizer" 29-4028		
	Hytone Reference Index		
	Manila Folders		
	Mead Official File Folders 35-0300 Set of 12 folders with 12 labels		
	Wood Rulers		
	Elmer's School Glue 4 fl. oz.		
	Oakville Round Head Paper Fasteners No. 3R 3/4 inch shank		
	Scovill Round Head Paper Fasteners No. 84C 1" shank		
	Scovill Round Head Paper Fasteners No. 82C ½" shank		
	Scovill Paper Clips No. 71C 1¼" 100 in box		
	Mead Typewriter Eraser with brush 98-1420		
	Venus Goodyear Eraser 451-B		
	Sheaffer Erasers No. 435		
	Mead Ink/Pencil Erasers 98078		
	Mead Pencil Eraser 98-1052		
	Mead Gum Cleaner 98-1018		
	Venus Drawing Pencils 3800-7H		
	Venus Drawing Pencils 3800-8H		
	Venus Drawing Pencils 3800-9H		
	Venus Drawing Pencils 3800-5H		
	Venus Drawing Pencils 3800-5B		
	Venus Drawing Pencils 3800-2B		
	Venus Drawing Pencils 3800-6H		
	Venus Drawing Pencils 3800-6B		
	Venus Drawing Pencils 3800-3H		
	Venus Drawing Pencils 3800-3B		

QUANTITY	DESCRIPTION	IND PRICE	EXT PRICE
	Venus Drawing Pencils 3800-2H		
	Venus Drawing Pencils 3800-4B		
	General's Layout Pencil No. 555		
	MCC Pencils (Quality Tipped Lead) No. 267-2½		
	Flair Pen with Point Guard (Black) #84301		
	Flair Felt Tip Pen with Point Guard (Blk) 843-04-2-514		
	Flair Felt Tip Pen with Pt. Gd. (Blue) 841-04-2-514		
	Flair Felt Tip Pen with Pt. Gd. (Red) 842-04-2-514		
	Flair Felt Tip Pen with Pt. Gd. (Grn) 844-04-2-514		
	Paper Mate Malibu Pen Med.Pt. Blue Ink 355-04-1-514		
	Paper Mate Ninety Eight Pen Med. Pt. Blue Ink 354-04-1-514		
	El Marko Permanent Marker (Black) 753-04-8-514		
	El Marko Permanent Marker (Red) 752-04-8-514		
	Flair Hardhead (Blue ink) 881-04-1-514		
	Flair Ultra Fine (Black) 833-04-2-514		
	Flair Ultra Fine (Red) 832-04-2-514		
	Flair Ultra Fine (Blue) 831-04-2-514		
	Flair Quick Silver (Black) 803-04-3-514		
	Flair Quick Silver (Red) 802-04-3-514		
	Flair Quick Silver (Blue) 801-04-3-514		
	IBM Fortran Coding Form GX28-7327-6		
	Black Carbon Paper		
	Graphic German Grammar		
	Graphic Spanish Grammar		
	MCC Postcards		
	Greeting Cards		
	Christmas Cards		
	Minot Magi Stocking Caps		
	Maroon/gold jerseys		

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QUANTITY	DESCRIPTION	IND PRICE	EXT PRICE
	T-Shirts 100% Senior Class of '79		
	T-Shirts Have a Pepsi Day		
	T-Shirts Moon Castles (Brand Name)		
	T-Shirts Velva Sheen (Brand Name)		
	Mountain Dew Caps		
	Dr. Pepper Shorts		
	Dr. Pepper Socks		
	White Tube Socks with Maroon Stripes		
	Dr. Pepper Stocking Cap		
	Pepsi Stocking Cap		
	Ear Warmers (Red,Gold,Blue,Green)		
	Hav-A-Hank No. RN15187		
	"Chemistry Is Chool" Model 600-ST		
	Kleenex Tissues Pocket Pack		
	Placo Comb		
	Trim Stainless Steel Nail File		
	Christmas Elves		
	Wonderlon Panty Hose #220		
	Cesco Acitex Apron No. P268		
	Auto-Whis-Kit		
	Natural Nothing Jewelry		
	Crystal Clear Ring N' Earring Tree		
	Knot Ring		
	Christmas Candles with White Base		
	Little Kids Candle with Silver Base		
	Jergens Direct Aid Hand Lotion 6 fl. oz.		
	Maybelline Oil Control Make-up 1 fl. oz.		
	Tampons		
	Megaphones		

QUANTITY	DESCRIPTION	IND PRICE	EXT PRICE
	Shampoo 2 fl. oz. bottles		
	Shampoo 8 fl. oz. bottles		
	Shampoo 12.5 fl. oz. bottles		
	Hand & body lotion 2 fl. oz. bottles		
	Hand & body lotion 8 fl. oz. bottles		
	Total Hair Conditioner 8 fl. oz.		
	Creamy Moisturizing Soap 12 fl. oz.		
	Bath Soak 2 fl. oz.		
	Bath Soak 16 fl. oz.		
	Mineral Bath Mixture		
	Avocado Suntan Oil with Vit. E 4 fl. oz.		
	Suntan Lotion with Sesame Oil Aloe 4 fl. oz.		
	North Country Soap		
	North Country Soap - individual in wood containers		
	North Country Soap-set of 3 in wood containers		
	North Country Soap-set of 6 miniatures in wood con.		
	Foaming Beauty Bath packets 1 oz.		
	Travel pack (shampoo, lotion, conditioner) 2 oz. ea.		
	Gift Pack (8 oz. hand & body lotion, 4 oz. each of Sesame Oil Aloe and Avocado Suntan oil		
	A Fine Soap Experience (3 bars) Net wt 9.75 oz.		
	Bathing Soapcakes (sets of 3 3-oz. bars)		
	Gift Pack (2-1 oz. beauty bath, 2-2 oz. shampoo, 2-3 oz. bars of soap)		
	Gift Pack (1-3 oz. bar of soap, 1-2 oz. shampoo or bath soak)		

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QUANTITY	DESCRIPTION	IND PRICE	EXT PRICE
	Almond Joy		
	Andes Chocolate Crunch Bar		
	Andes Individual Canlies (4¢ ea.)		
	Andes Petite Bar		
	Aplets		
	Baby Ruth		
	Big Block Hershey's Bar		
	Big Block Hershey's Bar with Almonds		
	Big Block Krackel		
	Big Block Mr. Goodbar		
	Big Block Special Dark		
	Big-O-Honey		
	Butterfinger		
	Caramello		
	Cheez 'n Crackers		
	Cheez 'n Crackers Peanut Butter		
	Cheez 'n Crackers Pizza		
	Cheez 'n Crackers Taco		
	Chocolite		
	Chunky Solid Milk Chocolate		
	Cotlets		
	Dark Delight		
	Fifth Avenue		
	Footballs (small chocolate)		
	French Mint		
	Glade's Nut Loaf		
	Goobers		
	Grapelets		
	Hazel Nut		

QUANTITY	DESCRIPTION	IND PRICE	EXT PRICE
	Heath English Toffee		
	Hershey's Bar		
	Hershey's Bar with Almonds		
	Ice Cubes		
	Jordan Almonds		
	Kit Kat		
	Krackel		
	M & M's Plain		
	M & M's Peanut		
	Maplenut Log		
	Mars Bar		
	Mello Mint		
	Milky Way		
	Mounds		
	Mr. Goodbar		
	Nature Valley Granola Bar (Cinnamon)		
	Nature Valley Granola Bar (Oats 'n Honey)		
	Nature Valley Granola Bar (Peanut)		
	Nature Valley Granola Cluster (Almond)		
	Nestle Crunch		
	Nestle Milk Chocolate		
	Nuts 'e' Nuff		
	Oh Henry		
	$100,000 Bar		
	Oompas (Strawberry)		
	Oompas (Peanut Butter)		
	Peanut Butter & Granola Bar with Chocolate Chips		
	Pom Poms		
	Prairie Schooner Chocolate		

QUANTITY	DESCRIPTION	IND PRICE	EXT PRICE
	Raisinets		
	Reggie		
	Reese's Pieces		
	Reese's Peanut Butter Cups		
	Reese's Peanut Butter Cups (5¢)		
	Reese's Crunchy		
	Salted Nut Roll		
	Shortcake Snack		
	Sixlets		
	Snickers		
	Summit		
	3 Musketeers		
	Toffifay		
	Twix		
	Whatchamacallit		
	Yogurt & Granola Bars (Cherry)		
	Yogurt & Granola Bars (Strawberry)		
	Smith Brothers Medicated Cough Drops (Wild Cherry)		
	Smith Brothers Medicated Cough Drops (Black Licorice)		
	Vicks Cough Drops (Wild Cherry)		
	Luden's Cough Drops (Wild Cherry)		
	Hall's Mentho-Lyptus Ice Blue Cough Tablets		
	Hall's Mentho-Lyptus Cough Tablets		
	F&F Daily C		
	Rolaids		
	Tums		
	Sun Maid Raisins 1 1/8 oz. boxes		
	Barbecue Cornnuts		
	Cornnuts		

QUANTITY	DESCRIPTION	IND PRICE	EXT PRICE
	Fisher Dry Roasted Peanuts		
	Gorp Plus		
	Hickory Smoke Almonds		
	Sunny Bees Dry Roasted Mix		
	Sunny Bees Sesame Flavor		
	Sunny Bees Cheddar Flavor		
	Pop 'N Crisps		
	Tostitos		
	Chee-tos Crunchy		
	Chee-tos Puffed Balls		
	Doritos		
	Baked Cornies		
	Lay's Sour Cream & Onion Potato Chips		
	Lay's Bar-B-Q Potato Chips		
	Lay's Potato Chips		
	Ruffles Potato Chips		
	Fritos Corn Chips		
	Fritos Bar-B-Q Corn Chips		
	Hot Fries		
	Bar-B-Q Fries		
	Ham Jerk		
	Beef Jerky		
	Beef Sticks		
	Slim Jim		
	Fat Freddie		
	King B Jerky Stuff		
	Frito Lay Dry Roasted Peanuts		
	Frito Lay Cashews		
	Frito Lay Salted Peanuts		

QUANTITY	DESCRIPTION	IND PRICE	EXT PRICE
	Frito Lay Oatmeal Cake		
	Frito Lay Peanut Butter Bar		
	Frito Lay Marshmallow Pie		
	Frito Lay Nut Fudge Brownie		
	Snack Pie		
	Zingers		
	IF THERE ARE ITEMS THAT ARE NOT LISTED ON THESE		
	PAGES, PLEASE LIST THEM BELOW.		

MEMO

Subject: Establishing a Credit Application Form & Credit Policies

To: Operations and Finance Personnel

From: Operations and Finance Department Manager

At our last store meeting the Promotion Department presented information to the Store Personnel that their marketing research revealed that a certain number of faculty and students desired that we offer short-term credit accounts.

We have been directed by the Store Owner and Manager to design a sample credit application form and related credit policies for consideration of all store personnel at our next store meeting.

You should study sample credit application forms available in several retailing texts as well as the Training Reference entitled Evaluating Credit Applications. Hand in a one-page proposed credit application form to the Operations and Finance Department Manager.

Hand in your list of at least eight credit policies to include requirements for individuals to obtain credit, maximum limits of credit to be authorized, items for which credit can be granted, interest rates to be charged (if appropriate), penalties for late payments, individuals who will approve credit applications, repossession policies, revocation of credit privileges, credit statements or billing procedures.

EVALUATING CREDIT APPLICATIONS

Guidelines for evaluating credit applications vary from lender to lender, as discussed earlier. Two retailers with different credit policies may take completely different points of view about the same credit credentials. Nevertheless, they do have some common goals.

There are three major factors that retailers or credit managers consider when evaluating a credit application: (1) the applicant's ability to pay, based on income and obligations; (2) the applicant's willingness to pay, determined from his or her credit history; and (3) the potential profitability of the account. When the credit manager has analyzed the information about the applicant, a decision is made to accept or reject the application and decide what limit, if any, should be put on the account that is accepted.

Underlying the credit evaluations are the three C's of credit: character, capacity, and capital.

THE THREE C'S OF CREDIT

Character is the most important of the three C's. It is based on the individual's sense of responsibility in meeting financial obligations. A person who has always paid bills promptly rates high on this standard. A person who has sufficient money to pay bills but doesn't feel an obligation to pay them promptly is not considered a good character risk.

Capacity usually refers to the person's ability to earn money. It frequently means that the applicant has job skills to keep a steady job at a wage level sufficient to meet financial obligations. Wage

earners who may be subject to layoffs or who already have more financial responsibilities than their earnings will safely cover are examples of those who are rated low on the capacity standard.

Capital refers to the wealth of the applicant. This means the physical and financial assets the applicant possesses. If a person owns property or has savings or other investments that can be put up as security for an indebtedness, the person's credit potential is usually good. To most retailers, it's the least important of the three C's.

LIMITING CREDIT SALES

When a decision is made to accept a credit application, the final decision is whether or not a credit limit is to be set on the account. If a business decides to put a limit on the amount a customer can charge, some guidelines that help determine what this limit should be are:

- The applicant's income and that of the other members of the family whose incomes will be used to repay the account and the number of dependents of the applicant.

- Other financial obligations that the applicant must meet, such as house mortgage payments and car loans.

- The amount that the customer can be expected to buy during the account month.

Businesses try to prevent customers from overcharging by requiring that the salespeople check with the credit department for the credit rating of any person making a purchase above a specified amount. This amount, called a floor limit, varies both according to the department and according to the season. Just before Christmas, for instance, when sales volume is very high, floor limits are set somewhat higher

than their usual levels. Some credit cards are marked in code with the limit that the customer may charge without special authorization. If the customer wishes to make a purchase above this amount, the salesperson must get authorization.

When customers apply for credit, they often wish to make a purchase immediately. Some retailers will give the customer a courtesy account with a special credit limit. This account allows the applicant to make purchases up to that amount. It is granted on the basis of the information contained in the application or from information received directly from a credit bureau. This practice is called spot credit approval. It is temporary. The usual full credit investigation is made before the account is finally approved.

MEMO

Subject: Developing a Credit Collection Policy

To: Operations and Finance Personnel

From: Operations and Finance Department Manager

You have agreed this year to offer credit to certain customers. One student whose name is Elias Wiggins has moved to another community (see Case Problem details). You have tried to telephone him, but he has an unlisted telephone number. You have discovered his forwarding address from the school counselor. Following the practicing of effective collection procedures, you decide to write him a letter. Follow the guidelines described in your training reference for this first letter. Assume you received no response from this letter. Write him a second letter using the suggestions offered in the training reference. Again, assume you again received no response. Write him a third letter following the suggestions offered in the training reference.

COLLECTION POLICIES

A good collection policy requires that all charge customers receive their statements promptly and that any indication that a customer is becoming delinquent be followed up immediately. A good follow-up system not only reduces the number of slow-paying accounts, but it also prevents accounts from becoming past due in the first place.

Businesses vary as to their collection policies, but it is generally agreed that, in order to prevent losses from the extention of credit, some uniform collection policy must be followed.

METHODS OF COLLECTING PAST DUE ACCOUNTS

A uniform collection policy requires that some or all of the following methods be used for collecting past-due accounts: mail periodic statements, make telephone calls, make personal calls, send collection letters, and threaten legal action. In collecting past-due accounts, it should be remembered that it is important to get the money and at the same time retain the goodwill and patronage of the customer.

Monthly statements should be sent to credit customers so as to arrive on or before the due date. When payment is not received within 10 days, a reminder should be sent indicating that prompt payment is expected. Sometimes a small sticker, a simple notice, or a rubber-stamped reminder is all that is required to get action from the tardy customer.

Collection letters is one of the best ways of collecting past-due accounts. Retailers usually use a series of four or five collection letters. Each letter becomes slightly firmer and more urgent than the preceding one. Each collection letter should be personal, and they should be mailed 10 days to two weeks apart.

Sometimes a telephone call to the tardy customer will bring a response when collection letters have failed. When an account is not too long overdue, a gentle reminder over the telephone may be all that is needed. The telephone offers the advantage of personal contact with the customer. If the customer has any questions about his or her account, these can be answered promptly.

If the store has been careful in extending credit, there will be little difficulty in collecting most of the accounts. Where collection letters and telephone calls have failed, the last resort before taking legal action is to turn the delinquent accounts over to a personal collector. The personal collector may be employed on a part-time or full-time basis. He or she may be an employee of the store or he/she may represent an outside collection agency.

As a last resort, the business can bring suit against the delinquent customer, but unless the account is large, the high cost and length of time necessary to win a case may be more expensive than the value of the account itself.

CASE PROBLEM

Prepare a series of three collection letters appropriate for your store in terms of its credit policies and practices and its "image." Your letters should be typed, if possible, but may be handwritten. They must be in the proper form for business letters and should have suitable letterheads with the name of the firm. Prepare the letterhead yourself unless you can obtain stationery from the business as an employee. Consult business English textbooks concerning the proper form of business letters and any available textbooks containing samples of collection letters to guide you in phrasing. Assume that a charge account, opened with your store by Elias Wiggins of 1910 Suburban Avenue in another community, is 4 months overdue. Elias owes $50, has an open account, and has ignored the statements sent to him by your store.

a. The first letter should be friendly and courteous, reminding him of the amount due and the date when it became due. You may use any dates you wish, but send this letter sometime during the second month.

b. The second letter, sent during the third month, should refer to the first one and continue on in a friendly tone, asking for definite action and pointing out the value of customer credit for future needs.

c. The third letter should make a definite request for payment or reasons for not paying by a certain date. It must state the action which is to be taken by the creditor if the customer does not respond by the date specified. This letter should be dated at the end of the 4-month period. Turn in these three letters in order, preceded by the cover sheet, to complete this project.

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Add your own . . .

Learning Activites

1. Graph sales comparisons from year to year/month to month.
2. Compare an open-to-buy by departments for budgeting purposes.
3. Develop procedures for payroll (time clock) procedures.
4. Maintain sales records by department.
5. Maintain sales records by personnel for sales awards.
6. Select a "Super Salesperson for Month/Year."
7. Maintain records of markdowns.
8. Maintain records of average sales/unit.
9. Maintain records of average sales/salesperson.

Add your own . . .

Store Ideas

1. Allow each student cashier to open and close-out cash register.

2. Allow each student to perform any bookkeeping/accounting function.

Add your own . . .

Learning Activities

1. Obtain a safety film for lifting procedures.

2. Visit a store, observe, and report findings on receiving and marking procedures.

3. Give students a list of terms used in shipping and receiving.

4. Conduct physical inventories with inventory sheets of school supplies at central receiving for the school district.

5. Have students conduct inventories for local merchants.

6. Have State Police or other resource speakers talk on shoplifting, pilferage, fraud and counterfeit money.

7. Complete an "anti-shoplifting" survey.

Developed by the Michigan Marketing & Distributive Education Curriculum Committee

For the OPERATIONS Function

Add your own . . .

Store Ideas

1. Write a check-handling procedure and policy for school store.

2. Develop credit/layaway policy for staff and students.

3. Establish a computerized inventory system.

4. Develop a shoplifting prevention and apprehension policy.

5. Simulate an unannounced shoplifting situation to test security system while store is open.

6. Obtain electronic security system.

7. Develop accident prevention program.

8. Establish store hours and customer policies.

9. Establish a store maintenance schedule.

MEMO

Subject: Preparing Monthly/Quarterly Store Statements

To: Operations and Finance Personnel

From: Operations and Finance Department Manager

Our store operations are recorded on report cards somewhat like our academic grades. These reports are commonly referred to as an income or profit and loss statement and a balance sheet statement.

The income statement summarizes all of our income and expenses and identifies whether we made a profit or a loss. The balance sheet statement identifies all of our assets (what we own or have in the store), and our liabilities (the bills, debts, etc. that we owe suppliers, vendors, etc.). The difference between our assets and liabilities is computed which indicates what our store's net worth is (what we would have left over after our bills are paid).

The operations and finance department has the responsibility to assemble all the data, records, purchase orders, bills, etc. that indicate what we own and what we owe. This data is reported on a balance sheet statement (illustrated on the next page).

To give you training for completing our store's balance sheet and income statement at the end of next month, prepare a balance sheet and income statement for this Model/School Store using the following data. Follow the format of the sample statements. You will need to sort out the correct data for the appropriate statements. Good luck.

MODEL/SCHOOL STORE (SAMPLE STATEMENT)

Income Statement for the Year Ended December 31, 19____

Revenue			
Sales		$ 4,500	
Less sales returns		50	
Net sales			$ 4,450
Cost of goods sold			
Purchases	$ 6,000		
Less purchases returns	100		
Net Purchases	$ 5,900		
Less merchandise inventory, December 31	3,500		
Cost of goods sold			$ 2,400
Gross profit on sales			$ 2,050
Operating expenses			
Salaries expense	$ 0		
Supplies expense	300		
Bad debt expense	50		
Advertising expense	400		
Buying expense	150		
Depreciation expense--equipment	200		
Other expenses	100		
Total operating expenses			$ 1,200
Net Profit			$ 850

MODEL/SCHOOL STORE (SAMPLE STATEMENT)

Balance Sheet, December 31, 19____

Assets		Liabilities	
Cash	$ 100	Accounts payable	$ 450
Accounts Receivable	50	Notes payable	0
Merchandise Inventory	2,500		
Supplies	150	Total Liability	$ 450
Store equipment & fixtures	4,500		
		Net Worth	
Total Assets	$ 8,200	Net equity in the Model/School Store	$ 7,750
		Total Liabilities and Net Worth	$ 8,200

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Directions:

Prepare an Income Statement and a Balance Sheet using the following information. Identify the appropriate accounts for each report. Use the report formats illustrated on the previous page.

MODEL/SCHOOL STORE

December 31, 19_____

Cash	$ 200	Sales	$ 5,500
Advertising Expense	300	Purchase Returns	100
Accounts Payable	350	Bad Debt Expense	100
Notes Payable	200	Supplies Expense	200
Supples	300	Merchandise Inventory, December 31	4,000
Buying Expenses	100	Sales Returns	50
Store Equipment & Fixtures	3,800	Accounts Receivable	100
Depreciation Expense-Equipment	150		
Other Expenses	50		
Merchandise Inventory	3,000		
Purchases	5,000		

APPENDIX

1. The A to Z of the School Store Formation

2. Suggestions for Marketing & Distributive Education School Store Merchandise List

3. School Store Equipment

THE A TO Z OF THE SCHOOL STORE FORMATION

So you want to start a school store. This is a valid concept since it represents one of two methods for providing students with the occupational skills necessary for employment in the distributive occupations. The other method is the cooperative program. Starting a school store is very much like starting any other kind of business. It is very much like staging a show. Both require months of hard work and planning before that big opening day. Even many months of preparation cannot guarantee the success of any kind of production but it can certainly help.

There may be an extra something that produces the smash hit and the successful school store but the foundation must be sound. For example, some of the steps a school store coordinator must consider are regulations in the state pertaining to any type of business that may also apply to the school store. The teacher must locate than prepare a place to conduct the business. A functional organizational procedure must be established as well as planning for expenditures and financing necessary for making the business operations.

The school store laboratory is a vital tool in teaching Distributive Education since its utilization provides valuable work experience for the students enrolled in the program. The school store can assist students in making adjustments in a world of work setting and better prepare the student for the real world. There are a number of very important steps that can assist the individual teacher in establishing a school store laboratory that will effectively enrich the distributive education curriculum.

A checklist of suggested activities is provided for the distributive education teacher who is looking for a guide to follow in planning, opening, and operating the school store laboratory. We are now ready to determine whether you have considered the important steps prior to establishing that school store. Simply circle the response to the right of each question that most appropriately fits your particular situation. If you are able to answer "yes" to all the questions listed, you are well on your way to establishing a successful school store program:

A. Are you willing to undertake the task of running a retail operation along with the normal teaching load? yes no

B. Do you have the support of the building administration, superintendent and board of education? yes no

C. Have you prepared a formal written proposal explaining the ideas and concepts of the school store and its implications for students? (plan a student presentation of the proposal) yes no

D. Did you develop the necessary performance objectives for the school store program? yes no

E. Have you selected a possible store location in the school? yes no

F. Did you establish the basic requirements that the incoming student needs before entering the class? yes no

G. Did you establish a budget containing all the necessary start-up elements? yes no

H. Have equipment needs been checked out? yes no

I. Do you have an idea of how much inventory is enough? (The average inventory is $4,000 to $7,000.) yes no

J. Do you have some idea of the items that will be included in the store inventory? (Make sure that none of these offend the administration or school board.) yes no

K. Do you have an adequate line on vendors and will they assist in getting the store established? yes no

L. Are duties and responsibilities for store employees clearly defined? yes no

M. Have you developed or located the necessary forms that will facilitate a good sound bookkeeping system? yes no

N. Have you developed a simple, workable method for controlling inventory loss? (Customer and Employee rip-offs.) yes no

O. Have you developed a set of policies and procedures for your store? yes no

P. Did you prepare an operational manual for the school store? yes no

Q. Did you plan a store naming contest? (Excellent way to publicize the store with total school population.) yes no

R. Did you check the legal aspects in relationship to store hazards or in cases of customer and employee theft? yes no

S. Did you apply for a sales tax number or make plans to use the school number? yes no

T. Have you developed or collected an adequate supply of meaningful "filler materials" to assign to store employees when business is extremely slow? yes no

U. Did you plan to involve students in organizing, planning, and preparing the school store for opening day? yes no

V. Did you think about contacting the industrial education, home economics, and art departments to assist in the remodeling and decorating of the school store site? yes no

W. Did you plan some service activities that the school store can offer to the total school program? (Example: A service desk for clubs.) yes no

X. Did you work out the details for requisitioning merchandise and accounting procedures with the school accountant? yes no

Y. Did you consider the maximum number of students that can be placed in the store during open hours? yes no

Z. Have you set an opening date and planned a grand opening? yes no

You could have answered "yes" to all the above questions. If you answered "no" to any of the listed questions, you should try to think of an alternative solution to the problem.

The checklist you have just reviewed represents the basic activities for establishing the school store. However, there may be items omitted that apply to your particular situation. While there is nothing sacred about the list presented it does provide an effective guide for the establishment of an effective school store program.

The above reprinted from: NADET News

Authored by: Dr. Louis Graziano
Eastern Michigan University
Ypsilanti, Michigan 48197

SUGGESTIONS FOR
MARKETING AND DISTRIBUTIVE EDUCATION
SCHOOL STORE MERCHANDISE LIST

GENERAL SCHOOL SUPPLIES

Colored pencils
Pens and pencils
Refills
Rulers
Erasers
Dividers
Notebook paper
Poster board
Manila folders
Staplers
Reinforcements
Tape
Compasses
Book covers
Lead for pencil
Dictionary (small)
Colored paper
Assignment notebooks

DEPARTMENTS

Shop

Glue
Sand paper
Paint brushes
Shop aprons
Safety glasses
Steel wool

B.O.E.

Typing paper
Ink erasers
Steno pad
Carbon paper
Correcto-type
Envelopes

Physical Education

Towels
Gym shorts
Socks
T-shirts
Foot powder
Gym suits
Tennis shoes

DEPARTMENTS (continued)

Chemistry

Plastic aprons
Safety glasses
Graph paper
Spiral notebooks

Home Economics

Zippers
Pin cushions
Needles (#8 sharp)
Straight pins
Thread
Scissors
Tape measures
Candy thermometer
Hooks and eyes
Instructional booklets
Patterns
Elastic
Snaps
Gauges
Bobbins (Singer 400)
Tracing wheel
Tracing paper

Mechanical Drawing

Art gum erasers
Lead
Mechanical drawing pencils (Hardness - HB, H, 2H, 4H, 6H)
Masking tape
Erasing shields
Draftsman dry cleaning pads
Metric drawing pencils

English

Filler paper
Required books (paper backs)
Steno notebook

Art

Special lettering pencils
Paint
Charcoal
Pastels
Scratch pads (white)
Water color sets
Canvas board
Colored pencils
Charcoal pencils
Pen points
Macrame card
Metric drawing pencils

Math

4 in 1 triangle
Protracters
Slide rules
Compass
Ruler
Geometer

APPAREL

Jackets
Windbreakers
Sweatshirts
Hats
T-shirts

NOVELTY ITEMS

Key chains
Sun glasses
All occasion greeting cards
Pennants
Decal

NOVELTY ITEMS (continued)

Posters
Black lights
Incense
Incense burners
Sew-on patches
Pocket games -- tic-tac-toe
Chess
Humorous greeting cards
"Love Is" cards
Scene cards
Panty hose
Candles
Leather goods
Playing cards
Timex watches

FOOD ITEMS

Candy bars
Popcorn
Yogurt
Health Food Items (Nuts, Granola bars etc.)
Chips
Pies -- cakes
Hot chocolate
Donuts

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SCHOOL STORE EQUIPMENT

The following list is a compilation of items that will aid those interested in setting up a school store. It should be mentioned that a school store can be started with as little as a cash register and a showcase. It is therefore suggested that the DE teacher in planning a store should go through this list and develop priorities based on specific needs and budgetary considerations.

Cash register - Five to ten department total machine with a taxable and non-taxable program. Check the Yellow Pages for local suppliers.

Time Clock and Time Card Rack - Should record time in hours and minutes and the date. Check Yellow Pages.

Display Forms - Male and female mannequin, shirt-jacket display forms, pegboard hardware. Check company catalogs.

Adjustable Storage Shelving - Check office supply stores

Adding Machine/Printing Calculator

Sign Printing Unit - Sign press with assorted type styles and sign card holders. Check company catalogs.

Vacuum Cleaner - Small, portable (Hoover Port-a-Power)

Price Marking Gun - Check company catalogs

Price Tagging Gun - Check company catalogs

Sales Receipt Register - Check Yellow Pages under Business Forms

Assorted Tools - Hammer, pliers, tweezers, drills, staple gun, etc.

Credit Card Imprinter - Check with local bank

Paper/Poster Board Cutter - Art or office supply stores

Hand Truck - 2 and 4 wheel combination model available at most large department stores

Typewriter and desk

Step Ladder - Six foot

Clip Art and Transfer Lettering - local art supply stores or company catalogs

Safe or strong box